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ABSTRACT

Designed to provide teachers with ideas and resources that make it possible to nourish and build upon the skills of young writers, this guide deals with effective writing instruction within the elementary school and using the writing process with primary children. The guide addresses issues related to, and provides suggestions for, the teaching of spelling as part of the writing process. Parents, students, and teachers all play crucial roles in writing instruction, and the guide encourages each group to excel. Chapters in the guide are: (1) Writing in the Elementary School; (2) Effective Writing Instruction and the Writing Process; (3) Teaching Spelling within the Writing Process; (4) Managing the Writing Classroom; and (5) Evaluation and Conferencing. Contains 61 references. An appendix presents benchmarks of proficiency in reading and writing. (RS)

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Writing in the Real World:

the primary grades

CS215302

public schools of north carolina
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WRITING IN THE REAL WORLD: THE PRIMARY GRADES

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FOREWORD

Developing writers need repeated opportunities, time, and successes if they are to enjoy writing and to grow as writers. Children come to school believing that they can write. This belief needs to be nurtured in the young. Good teaching ensures that children enjoy writing, feel successful as writers, and desire to continue writing at home and at school. Parents, teachers, and children are partners and play an active role as young children learn to write.

This publication is designed to provide teachers with ideas and resources that make it possible to nourish and build upon the skills of young writers. This document deals with effective writing instruction within the elementary school and using the writing process with primary children. It addresses issues related to, and provides suggestions for, the teaching of spelling as part of the writing process. Ideas are provided for managing writing instruction within the school day and evaluating and documenting growth in writing. Planning for, conducting, and evaluating conferences with students and parents are also described using a three-way conference model. Parents, students, and teachers all play crucial roles in writing instruction, and **Writing in the Real World: The Primary Grades** encourages each group to excel.

Bob Etheridge

Bob Etheridge
State Superintendent of Public Instruction

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WRITING IN THE ELEMENTARY SCHOOL

WRITING IN THE ELEMENTARY SCHOOL

Developing writers need repeated opportunities, time, and successes if they are to enjoy writing and to grow as writers. Children come to school believing that they can write, and we need to nurture that belief. Good teaching ensures that children enjoy writing, feel successful as writers, and desire to continue writing in all areas of the curriculum. We must remember that children are fragile in their need for success.

Key Elements of Writing in the Elementary School

- PERSONAL EXPERIENCE

In order to write, children must have something about which to write. Children have many experiences upon which to build, e.g. birthdays, pets, families, their environment, and themselves. Sometimes they need teachers to help them recognize these writing opportunities. In addition, teachers provide a stimulating environment and rich experiences at school. Daily activities–observing the classroom pet or reporting a survey, special events such as a visit by a favorite author or a trip to the zoo–all provide purpose and content for writing. A sufficient number of opportunities exists in the classroom so that there is no need to contrive situations or isolate writing from real experiences.

- TALK AS AN INTEGRAL PART OF WRITING

Talk before and during writing can generate ideas for writing. Time spent in oral discussion eases the demands of composing and revising. Such talk can take the form of large or small group discussions, an individual conference between teacher and child, or several children working together.

- REAL REASONS TO WRITE

Writing occurs best when children have real reasons for writing. Many purposes naturally exist in their daily lives, e.g. thank you notes, birthday invitations, letters to grandparents, and notes to friends. These opportunities provide a variety of real audiences.

- ACCEPTANCE OF EACH WRITING EFFORT

Writing is a risk-taking operation. Children trust that their writing will be accepted and valued. This trust is a prerequisite to their continued willingness to put their thoughts, feelings, and ideas on paper. Responding to children's attempts and providing a variety of audiences and opportunities convey to students that we value their contributions and efforts.

In order to be successful, children need to:

- *write about something they know.*
- *write for real reasons important to them.*
- *trust that their ideas will be accepted and valued.*
- *talk before writing.*

7

CHARACTERISTICS OF AN EFFECTIVE WRITING PROGRAM

GRADES K-3

Teachers:

• must write to, for, and with children, and encourage writing by children.
Writing is not the job of the students only. Teachers write to their students. Such writing may be personal notes in student journals, notes left on the chalkboard to the class, or stories written by the teacher for children to read. Teachers model writing by planning and writing as the students plan and write. Teachers have the opportunity to set the stage for good writing attitudes and habits by being role models for their students.

• must know the attitudes, interests, and background of students.
In order to facilitate student writing, teachers must have an understanding of the children they teach. The more the teachers know about their students as individuals, the better teachers are able to guide students in generating topics for writing or further study.

• must focus on effective writing strategies.
Teachers must have a grasp of effective writing strategies and be able to model these for students. Teachers may model strategies such as selecting a topic, narrowing the focus of a piece, revising, or editing a piece of writing.

• must assess continually.
Writing is an on-going process and needs to be assessed in the same manner. Assessment information is used to guide and support instructional decisions.

Draft of Story Book

The MAGIC
OF mON Lite

I mORNING
IN mAY
APRL 1962
A LiTL
gRiL
WALKed
iN the
mON Lite
She wisht
ThAt

• must share samples of their own writing in process and in final form.
Teachers need to share their own writing with students and use think-alouds to show how they address different parts of the process. In this way, teachers model the questions and habits of writers.

• must help parents value children's writing.
Teachers can help parents understand the writing process, writing development, and ways they can support children's writing by sharing newsletters and by conferencing with parents.

Students:

• need daily opportunities to write.

Daily writing is used for practice and for specific purposes rather than for formal assessment. Children need opportunities to write in all content areas and for a variety of reasons. These reasons might include recording events, creating invitations, giving directions, generating imaginative stories, and producing summaries. Writing enables students to learn new information and to clarify their own thinking.

• need daily opportunities to share writing.

Sharing their writing with others helps students realize their ideas are valued and helps them write for different audiences. Particular audiences might include principals, parents, custodians, cafeteria workers, other students and teachers, and other community members.

• need opportunities to select writing topics.

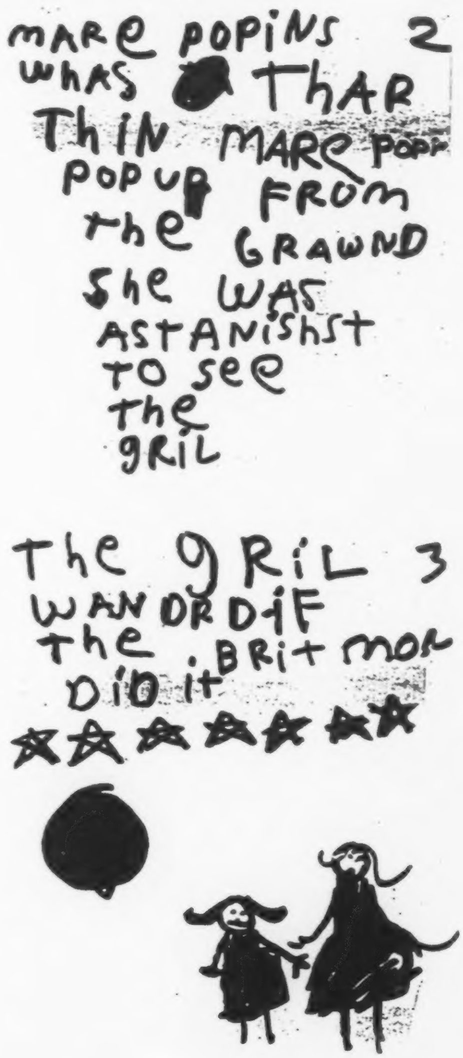
Students need to be allowed to determine topics to write about that mean something to them as well as those topics which will evolve from themes and projects going on in the classroom.

• need opportunities to participate in appropriate prewriting activities.

Much talking is required. Prewriting may take as much time as the actual writing, for it is equally important. Prewriting may include generating lists from brainstorming, retelling familiar stories, sharing experiences, gathering information, conducting experiments (observing, predicting, measuring, and drawing conclusions), and telling the stories orally prior to the writing. Time spent in prewriting will strengthen the rest of the process and ensure a more satisfactory final product.

• need opportunities to clarify their writing as to purpose, audience, and format.

Children should have the opportunity to write to a variety of audiences–themselves, teachers, older adults, and peers. Writing for authentic audiences will not only give them real reasons to write but will also help them to learn to write different ways to address these different audiences.



mARe POPiNS 2
whAS [illegible] ThAR
ThIN MARe POPP
POP UP FROM
The GRAWND
ShE WAS
ASTANiShST
TO See
The
gRiL

The gRiL 3
WANDRDiF
The BRit moR
DiD it

- **need opportunities to experiment with language.**

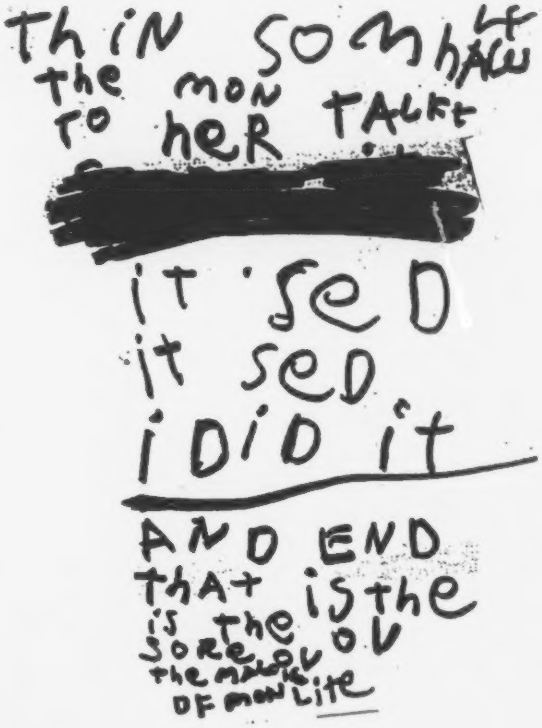
In order to become confident writers, young children must be exposed to and have the opportunity to hear and read many genres: fiction, non-fiction, science fiction, realistic fiction, fantasy, mythology, legends, fables, folk tales, mystery, short stories, sports, poetry, biography, and autobiography. Children grow as readers and writers when they participate in a balanced language arts program. They respond to opportunities to develop their oral language and to make connections between their reading and writing.

- **need time allotted for multiple drafts.**

Time should be allotted for drafting both in class and at home. Multiple drafting is an essential part of the writing process. Most writing is not ready for publishing after just one draft. Drafting provides time for taking risks without fear of judgment and time for revising first attempts. It allows students to pour out words on paper in order to catch an idea and then gives them time to refine the idea. This time is an essential part of the writing process. Kindergarten and first grade students will not write multiple drafts, but by third grade children will be writing multiple drafts of selected pieces of writing.

- **need writing as an extension activity for literature study.**

A variety of writing activities should be used to extend literature study. These extensions should include shared writing as well as collaborative (group) writing. Students learn to compare and contrast characters, interpret stories, draw inferences, make story maps, and create plot summaries through writing rather than responding to short-answer worksheets. Students should be given choices for how to respond to a piece of literature.



ThiN SOm LF hAW
the mON
TO heR TALKt
[redacted]
iT seD
it seD
i DiD it

AND END
ThAt is the
is the
SORe OV OV
the mAGiK
OF mON LiTe

- **need collaborative writing experiences.**

Students learn the different forms of writing, how to address different audiences, and how to use the writing process by working with others. Having the opportunity to plan and write with others develops students' confidence in their writing ability.

- **need opportunities to write for authentic purposes and real audiences.**

Students learn to write for each of the purposes or functions of written language. See the charts on pages 8-14 for a list of these functions.

- **need folders and/or portfolios.**

Examples of student writing should be selected by the teacher and the child to document progress over time.

Parents:

- **should promote and encourage writing by using all naturally occurring opportunities for writing.**
Everyday events provide opportunities for writing. Encourage students to write birthday cards, get-well notes, grocery lists, messages, menus, telephone numbers, and addresses.

- **should encourage writing as they model it through their daily interactions.**
Examples are message boards, notes to children, letters, instructions, and recipes.

- **should help children make connections between reading and writing.**
Reading to children, asking children to retell stories, sharing school products, and sharing letters, magazines, and newspapers are some examples.

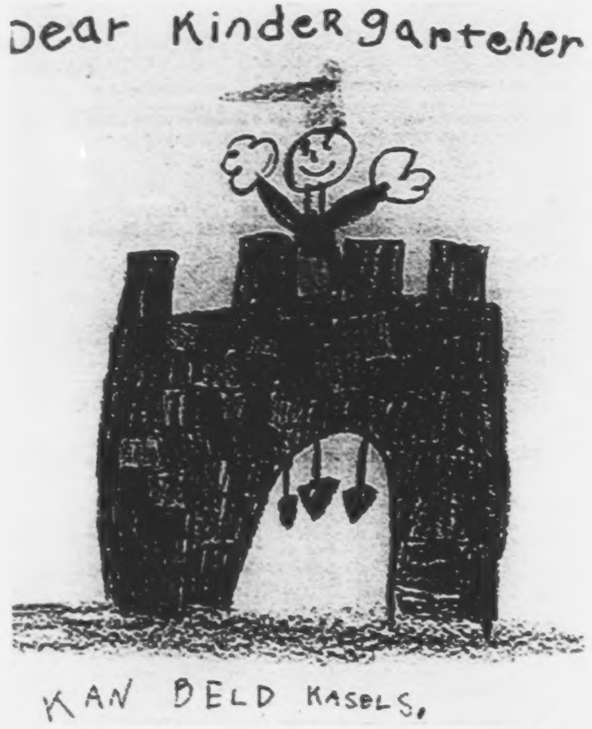
- **should celebrate and praise attempts.**
When parents display children's work, show genuine interest in children's work and inquire about the meaningful experiences supporting it, they identify the child as an author with merit.

FUNCTIONS OF ORAL AND WRITTEN LANGUAGE

WHY DO WE WRITE?

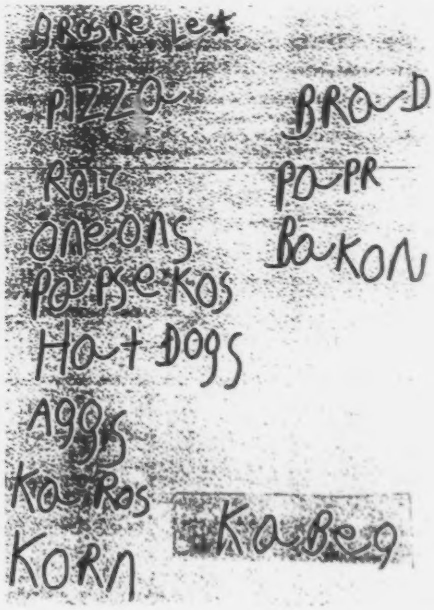
Communication is an important part of our lives from the beginning. There are many reasons for speaking and writing. We need to be certain that students experience speaking and writing for each of these purposes. In real life, reasons for communicating don't fit neatly into categories but cross over categories.

FUNCTION	WAYS TO PROMOTE ORAL AND WRITTEN LANGUAGE	EXAMPLES
Instrumental (language to get what we want)	• Encourage children to state their requests clearly. • Help children become aware of how people use language to get what they want. • Encourage children to provide assistance to and seek assistance from peers.	- sign-up sheets - grocery lists - wish lists - planning lists - catalog orders - messages - warnings - letters - notes - want ads - "to do" lists



Dear KindeRgarteher

KAN BELD KASELS.

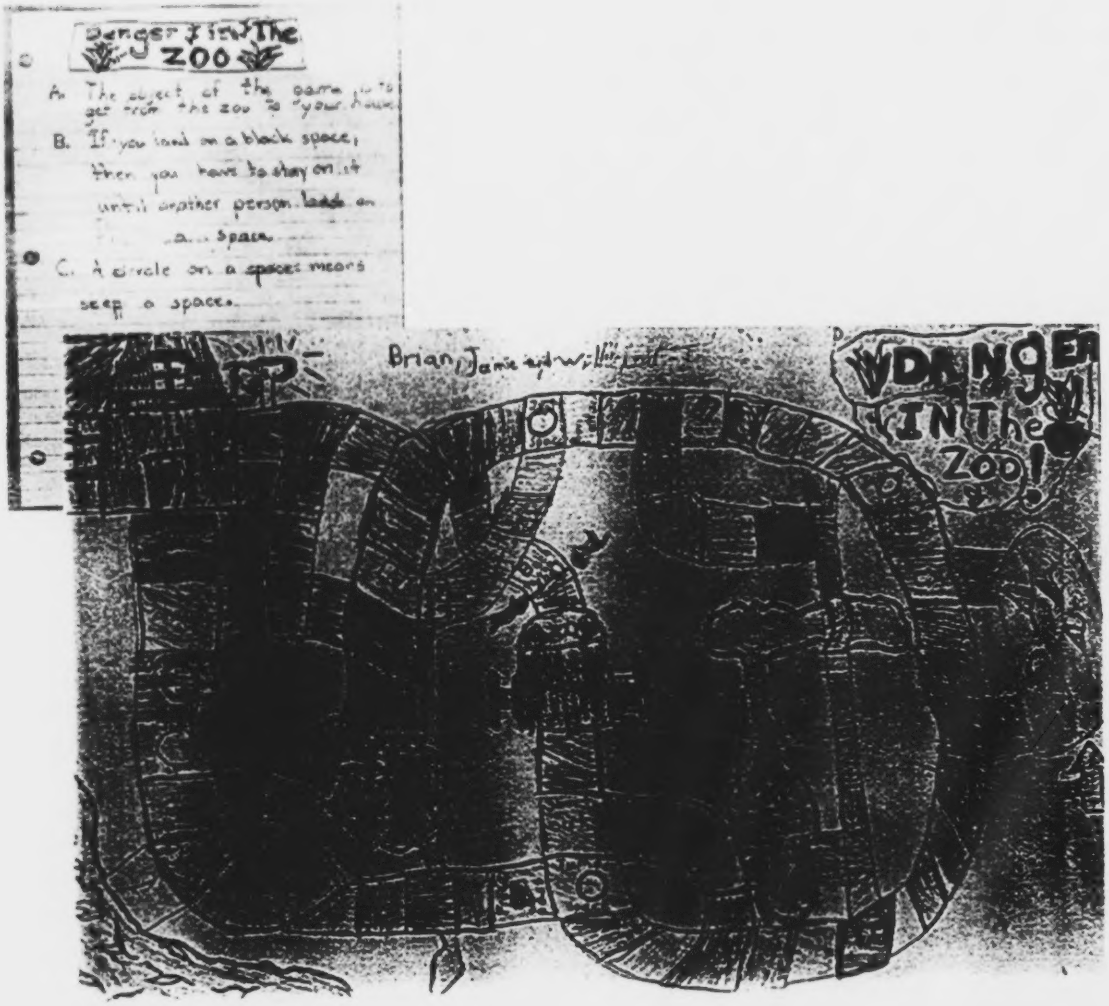


gRoSRe LeSt

PIZZa
ROLS
oneons
PoPSeKOS
HatDogS
AggS
KaRoS
KORN

BRoaD
PoPR
BaKON
KaBeg

FUNCTION	WAYS TO PROMOTE ORAL AND WRITTEN LANGUAGE	EXAMPLES
Regulatory (language to control others and the world around us)	• Talk about why, where, and when people use regulatory language. • Let children write directions and class rules. • Encourage children to use more appropriate regulatory language as teachers use less. • Let children be in charge of large and small groups.	- directions - labels - rules for games - signs - procedures - class rules - warnings - advertisements



Danger In The
ZOO

A. The object of the game is to get from the zoo to your house.

B. If you land on a black space, then you have to stay on it until another person lands on a space.

C. A circle on a space means seep a space.

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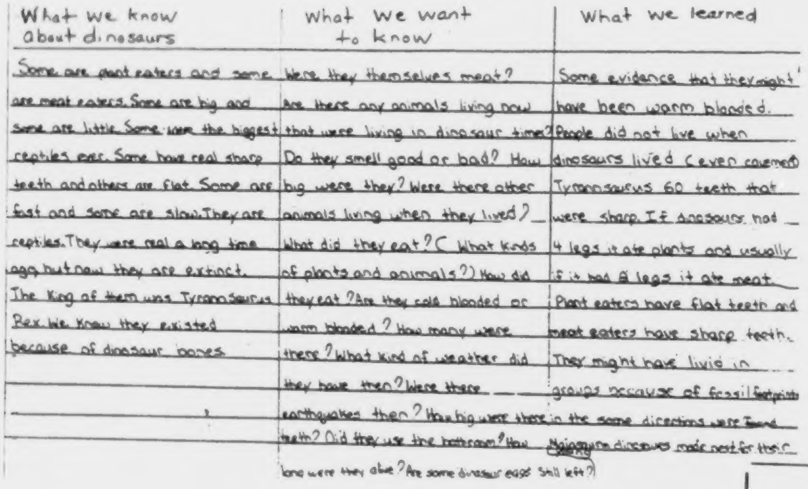
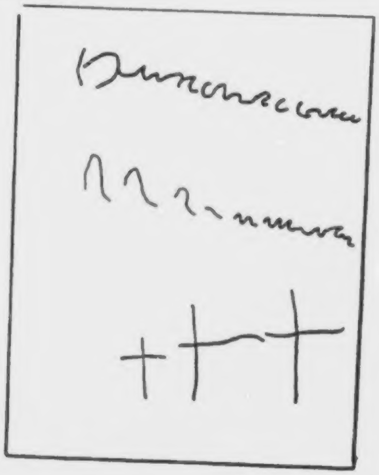
FUNCTION	WAYS TO PROMOTE ORAL AND WRITTEN LANGUAGE	EXAMPLES
Interactional (language to establish and maintain relationships with others)	• Encourage one-to-one or small-group discussion and projects. • Form flexible groups that change frequently. • Permit children to do writing projects together. • Engage children in talk and writing that is not school-related. • Have children share and write about all types of content. • Involve children in connecting new learning with previous knowledge and/or experiences.	- dialogue journals - response journals - notes - K-W-L charts - jokes and riddles - invitations and greeting cards - letters to pen pals - message boards - classroom mailboxes



What we know about dinosaurs	What we want to know	What we learned
Some are plant eaters and some are meat eaters. Some are big and some are little. Some were the biggest reptiles ever. Some have real sharp teeth and others are flat. Some are fast and some are slow. They are reptiles. They were real a long time ago but now they are extinct. The King of them was Tyrannosaurus Rex. We know they existed because of dinosaur bones.	Were they themselves meat? Are there any animals living now that were living in dinosaur time? Do they smell good or bad? How big were they? Were there other animals living when they lived? What did they eat? (What kinds of plants and animals?) How did they eat? Are they cold blooded or warm blooded? How many were there? What kind of weather did they have then? Were there earthquakes then? How big were there teeth? Did they use the bathroom? How long were they alive? Are some dinosaur eggs still left?	Some evidence that they might have been warm blooded. People did not live when dinosaurs lived (even cavemen) Tyrannosaurus 60 teeth that were sharp. If dinosaurs had 4 legs it ate plants and usually if it had 2 legs it ate meat. Plant eaters have flat teeth and meat eaters have sharp teeth. They might have livid in groups because of fossil footprints in the same directions were found. Maiasaura dinosaurs made nest for their



Thank you for the tote bag and the books. I like them a lot
love Chris

FUNCTION	WAYS TO PROMOTE ORAL AND WRITTEN LANGUAGE	EXAMPLES
Personal (language to develop and maintain one's own unique identity)	• Promote oral language. • Encourage children to keep personal journals. • Provide opportunities for children to share personal opinions, interpretations, and experiences. • Listen to and talk with the children personally. • Create opportunities for children and teachers to write messages to each other.	- journals - diaries - autobiographies - show-and-tell - travel logs - eye-witness accounts - interviews - classroom newspapers - scrapbooks

Our Class Learns

Our class has studied about many things this year. We visit centers every day. The centers are art, writing, math, listening, and reading. We do different kinds of activities. Some go home to show our parents what we are learning. We work in cooperative groups. We help each other do our work.

We read a book about the human skeleton. It told us that we have 206 bones in our body. Our skeleton keeps us from being flat. If we didn't have a skeleton, we couldn't do anything. Skeletons are not scary because we all have one in our body.

We learn new things each day. This is the end of our story for now. Thank you for reading it.

By : Mrs. Midgett's
First Grade

Kindergarten
Unassisted journal
writing

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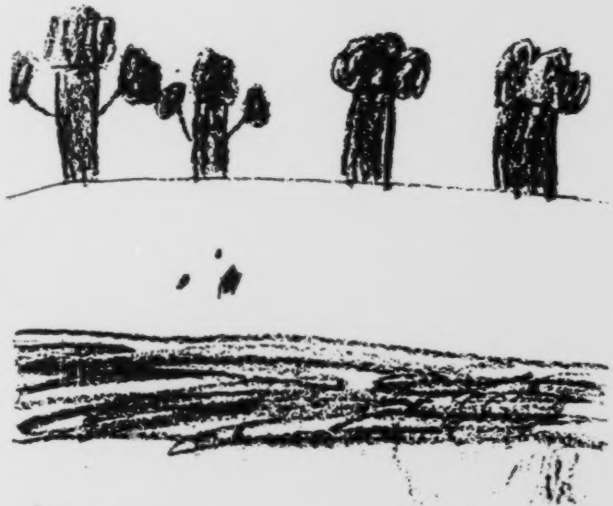
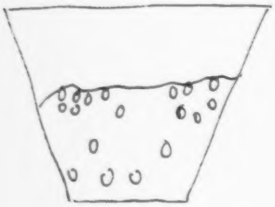
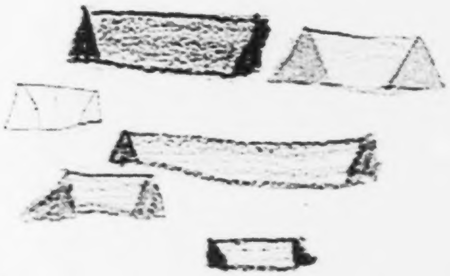


My Dog is Loking For Snow and my Dog FaNdSm Snow!

FUNCTION	WAYS TO PROMOTE ORAL AND WRITTEN LANGUAGE	EXAMPLES
Informative (language to represent the world to others; impart what one knows)	• Engage children in experiences which require them to observe, record, summarize, and draw conclusions. • Use open-ended questions. • Collect data over time. Interpret and draw conclusions from records. • Have children revise reports and presentations (their own and others'). • Encourage children to share what they know in a variety of formats and settings.	- logs - journals - directions - posters - maps - webs (upper primary) - recipes - research (K-W-L) notes - charts - brochures - instructions - excuses - graphs - surveys - tables - math and science journals - weather reports - certificates - reports - family histories

Yesterday we put a glas of water
in a cup and we watid intil
the neaxt day. the necxt day
it had air bubls in it





FUNCTION	WAYS TO PROMOTE ORAL AND WRITTEN LANGUAGE	EXAMPLES
Heuristic (language to speculate and predict what will happen)	• Engage children in problem solving. • Create an environment that encourages inquiry, promotes investigations, and generates new questions. • Invite predictions when reading fiction or non-fiction.	- fantasy/science fiction tales - graphs - surveys - forecasts - question charts - hypotheses - estimations - cause/effect diagrams - inquiry projects

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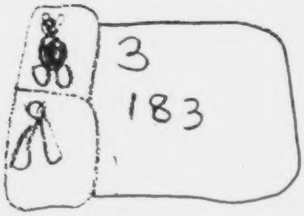
Estimation



Vincent Age 8 yrs

Estimation

	Estimate	Measure	Error
The door	8 ft	8 ft 9 ins	9 ins
My height	4 ft	4 ft ½ in	½ in
My teacher's height	5 ft 11 ins	5 ft 5 ins	6 ins
My stride	2 ft 6 ins	1 ft 9 ins	9 ins
My book	7 ins	8 ins	1 in
A picture	1 ft	1 ft.	0
The blackboard	1 yd	2 ft 11 ins	1 in
A penny	1 in	1 ¼ ins	¼ in
Distance round a ball	5 in	7 ½ ins	2 ½ ins

I used a piece of string to go round the ball and then measured it against my ruler.

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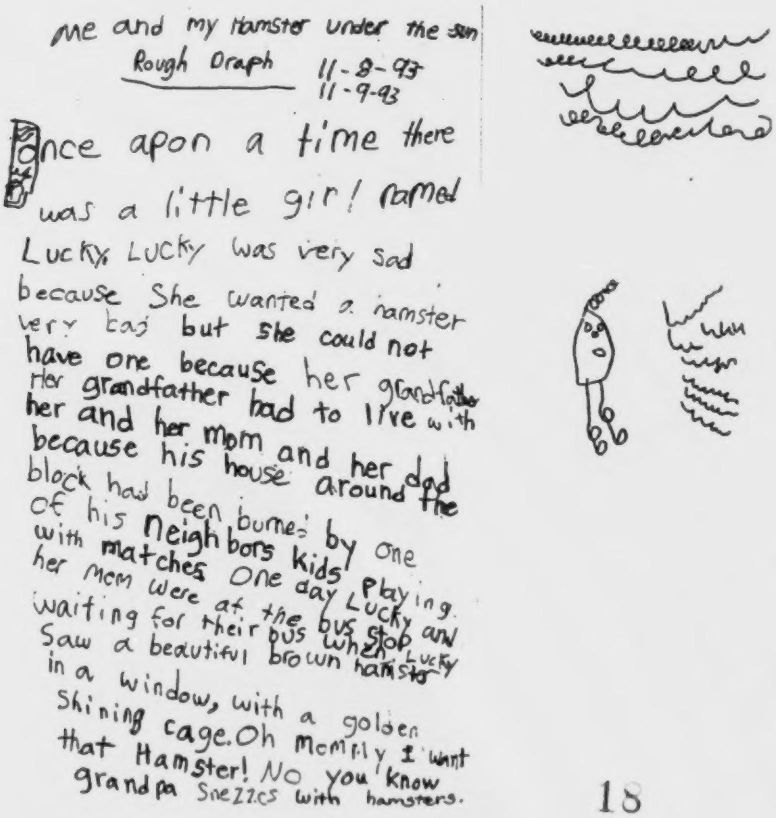
FUNCTION	WAYS TO PROMOTE ORAL AND WRITTEN LANGUAGE	EXAMPLES
Aesthetic (language for its own sake, to express imagination, to entertain)	• Provide for role-playing and dramatic experiences. • Immerse children in print and non-print materials that stimulate the imagination and invite response through arts, music, drama, and discussion. • Encourage talk and discussion before, during, and after reading and writing experiences in pairs or groups. • Model and encourage "play" with language. • Model and provide opportunities for storytelling.	- fairy tales - historical fiction - plays and skits - puppet shows - dramatic play - choral reading - rumors - graffiti - bedtime stories - fables - myths - legends - songs - poems - creative movement

(Adapted from Halliday, 1975; Britton, 1971; and Kimzey, 1995)



Me and my Hamster under the sun
Rough Draph 11-8-93
11-9-93

Once apon a time there
was a little girl named
Lucky. Lucky was very sad
because She wanted a hamster
very bad but she could not
have one because her grandfather
Her grandfather had to live with
her and her mom and her dad
because his house around the
block had been burned by one
of his neighbors kids playing
with matches One day Lucky and
her mom were at the bus stop
waiting for their bus when Lucky
Saw a beautiful brown hamster
in a window, with a golden
Shining cage. Oh Mommy I want
that Hamster! No you know
grandpa Snezzes with hamsters.

November Brings...

Good ole election day
For workers who want to get pay.

A choice of a president
Who may or may not be a resident.

Cherra McGriff's birthday right after
With lots of fun, cake, presents, and laughter.

She got barrettes, clothes, and shoes
Then came to school to tell the news.

A very special holiday
To honor veterans of the U.S.A.

Who gave their lives, come what may
For those of us who live today.

That greatest day of all
When the majority has a ball.

Thanksgiving which is such a treat
Because of the delicious things we eat.

Turkey, cranberry sauce, and sweet potato pie
Filling you so full you think you'll surely die.

Great chilly weather and lots of colorful leaves
Oh! the wonderful feel of a brisk, cool breeze.

By : Mrs. Adams'
Second Grade

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EFFECTIVE WRITING INSTRUCTION AND THE WRITING PROCESS

EFFECTIVE WRITING INSTRUCTION AND THE WRITING PROCESS

THE WRITING PROCESS

The Writing Process consists of the following elements: prewriting, drafting, revising, editing, and publishing. Although presented here as stages, the writing process is usually not so clear-cut. For example, young children may draft, edit with the teacher to fix some capital letters or misspellings, and then call the draft published. For novice writers, it is still important that publication (either orally or in another form) be a goal. All the stages of the writing process are not used all of the time. The stages of the writing process and issues related to the teaching of writing are discussed in the **North Carolina Communication Skills Teacher Handbook** on pages 28-34.

All writing requires some form of **PREWRITING** activity. Students need to understand the need to "think or talk through" a piece of writing before the drafting begins. **DRAFTING** is the pouring out of ideas on paper. For upper primary students, good writing includes opportunities for multiple drafting. Students should feel comfortable with trial-and-error, and feel free to take risks even when the attempt is not successful and they must begin again.

REVISION is a goal from the beginning and is enhanced by peer and teacher conferencing. For young children, revision begins with learning to reread their own writing to themselves. For very young children, the writing process may consist of getting their ideas down on paper without revising, editing, or recopying their papers. Many primary children revise by adding on to questions asked by their peers or the teacher. Ultimately during the revision process, the writer refines and clarifies ideas, reworks the shape or organization of the writing, refines word choices, deletes extraneous ideas, expands upon relevant ideas, and polishes it to his/her satisfaction. Once the writer is satisfied with the content of the writing, editing should begin. The purpose of the **EDITING** stage is to "clean up" errors in spelling, grammar, usage, and mechanics. Teachers should understand that students edit at different levels depending upon their developmental level in language acquisition. When teachers focus on editing skills, they should accept that students can only concentrate on one or two skills at a time. Many times teachers want a perfect paper that students are not developmentally ready to produce. **EVALUATION** of writing is ongoing, occurring at each stage in the writing process. Effective writing instruction should encourage the development of a consciousness in the writer to evaluate his/her own work. Teachers should teach and model effective self-evaluation techniques.

All students need to experience the writing process; however, not all pieces the students write need to be taken through each stage of the process. Since students write for different purposes, some activities are more suited to the entire writing process then others. Some writing should be carried through to **PUBLICATION**. Other writing activities do not require the student to continue the process through to publication. In the primary grades, publishing may be done either orally or in written form.

WRITING PROCESS

can be useful for:

- **Personal experiences**
- **Fictional experiences**
- **Informational pieces**
- **Letter writing**

but not necessarily for:

- **Lists**
- **Labels**
- **Notes**

The Writing Process

***Prewriting**
- Experience
- Talk
- Read
- Listen
- View

***Thoughts on Paper**
- Drawing
- Notes
- Web
- Chart

***Drafting**
- Free Writing

***Revising**
- Adding on
- Deleting
- Helping Circle

***Editing**
- Capitalization
- Punctuation
- Spelling
- Handwriting
- Usage

***Publishing**
- Finished Form

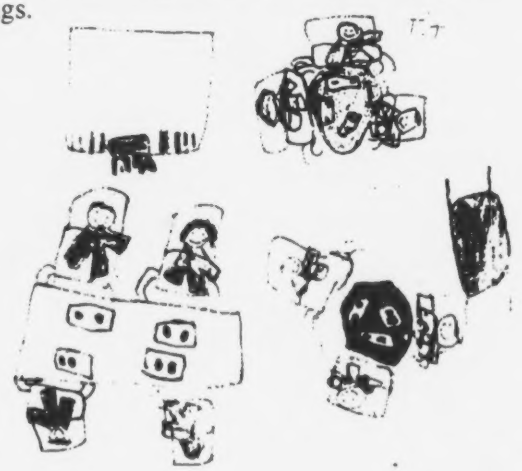
* Conference throughout the stages.
* Kindergarten and many first grade students will not go through all of the stages of the writing process.
* Writers do not follow the stages in sequence but go back and forth between stages.

PREWRITING STRATEGIES

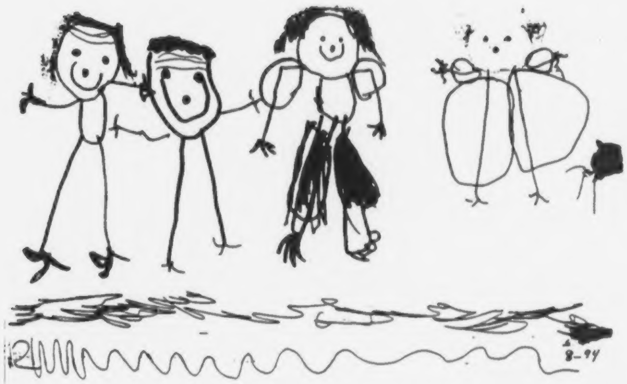
Prewriting activities prepare students to approach the writing task with confidence. Prewriting provides a time when students generate ideas for topics, define purpose, determine audience, organize thoughts, and decide the best format for sharing ideas through writing. Students must begin with personal experiences and things that are meaningful to them. Ways of preparing for writing are: daydreaming, visualizing, talking, discussing, observing, drawing, exploring pictures and photographs, responding to literature, listing, clustering ideas, dramatizing, singing, and reading. Writers decide on the form: a story, letter, poem, or informational piece. They decide to use single sheets of paper, draft booklets, or another format suitable to the purpose for writing.

Drawing

Drawing is a natural way for children to express their thoughts and can be a way for them to rehearse what they want to say or write. Often young students "write" through their drawings. The text may then be a one-word caption, phrase, sentence, or paragraph. Children may tell someone about their pictures. In some situations, a child may tell the teacher or someone else about his/her picture. The teacher may take dictation from the child and write it on the child's paper for him/her to read. Drawing pictures can be a way of developing reading and writing strategies or recording mathematical, scientific, and social studies concepts and understandings. Some students strengthen their writing experience by completing elaborate drawings.



I like when our class ate green Jello Jigglers.



Remembering/Visualizing

Creating a mental image gives children a starting point for writing. It helps students to remember past experiences, emotions, and feelings. It leads to the development of the imagination, risk taking, and role playing.

Talking/Thinking

Talking about experiences and events prepares students for writing. Children can talk one-on-one with peers, a teacher, or a volunteer. As children begin, they share thoughts and experiences to expand upon their own ideas, clarify their visions, and organize thoughts to tell a story or relate information.

Class Discussion

Class discussions enable students to make connections with their environments and previous experiences. Discussions allow children to state expectations, respond to literature, reflect on anecdotes, and expand ideas. Students may use some of the same language in their writing and may see the reasons for writing more clearly.

Observing

Through the five senses students connect with the world around them. Recording observations allow students to describe their environments and events in their lives and to connect with science, social studies, mathematics, and other content areas.

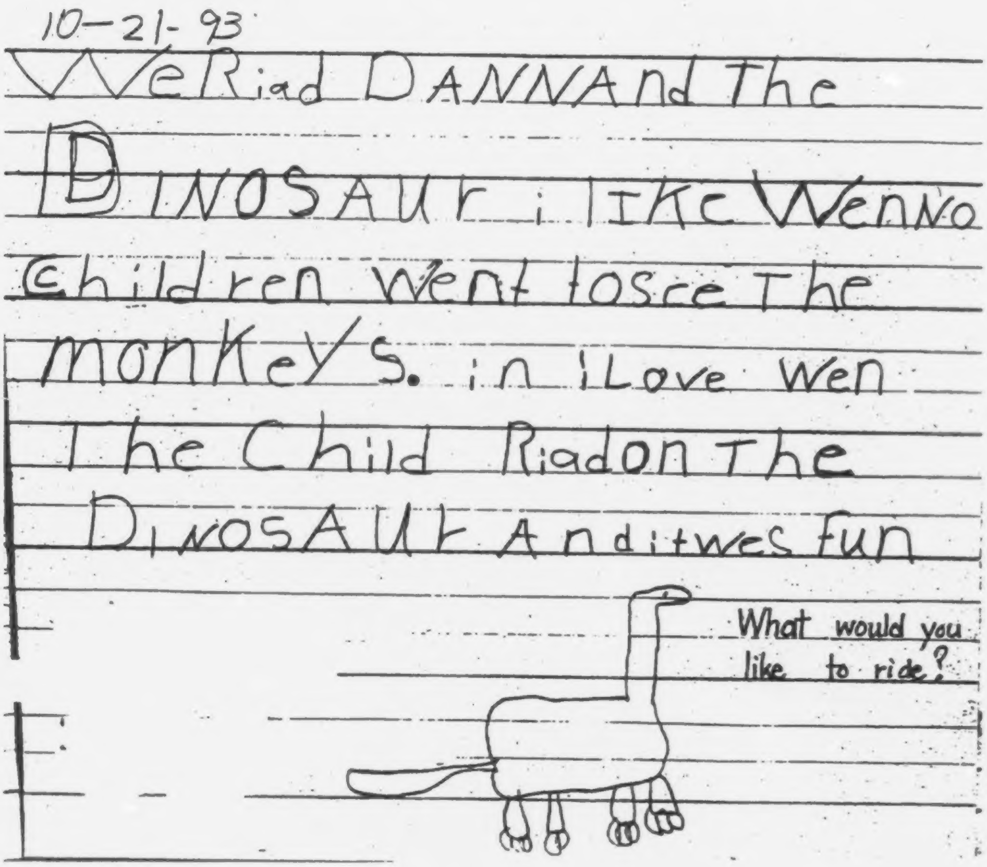
Yesteday we blode up a bloon
an Mrs. Jones let it go
an it went evrywar
becase the air wint out.

Exploring Pictures/Photographs

Pictures from magazines, photographs of in-school or at-home experiences, and illustrations from favorite books help students remember what they know about a topic, help stimulate imagination, and help generate discussion. Pictures make the connection between reading and writing. They enable students to retell stories and predict vocabulary, content, and/or events.

Responding To Literature

Experiencing good literature establishes the reading-writing connection. Literature influences children's writing by serving as a model. It creates experiences for children. It provides organizational patterns: repetition, settings, problems and solutions, characters, purposes for writing, rhythm, punctuation, and exemplary beginnings, middles, and endings.



10-21-93
WeRiad DANNANd The
DINOSAUr i lIKc WenNo
Children Went toSce The
monKeYS. in iLove Wen
The Child RiadOn The
DINOSAUr Anditwes fun

What would you like to ride?

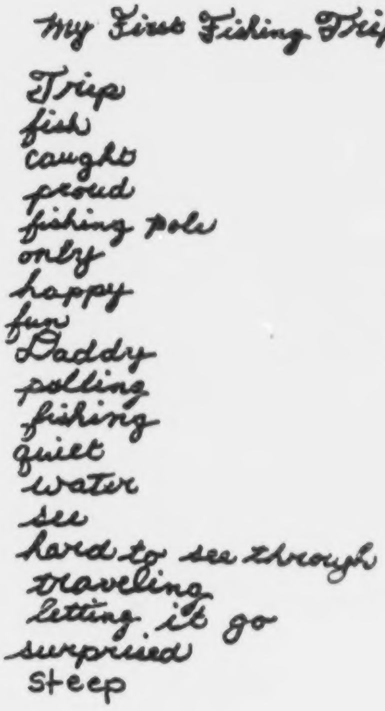
Listing

Brainstorming and listing generate ideas for writing. Usually children are able to list for a story by third grade. Prior to this time, the teacher can help children create lists by being the scribe. Young children can list things needed for a project or make a "to do" list. These lists may be preserved as word banks or topic dictionaries or recorded on charts, posters, or transparencies.

Clustering

Words/ideas may be organized in a variety of ways. After brainstorming with teacher guidance, the writers rearrange ideas to establish connections that make a statement. Ideas are analyzed, classified, and organized to sequence events logically, to elaborate on main ideas, to clarify or rank in order of importance. Clustering may serve as an outline or other initial visual representation of a story.

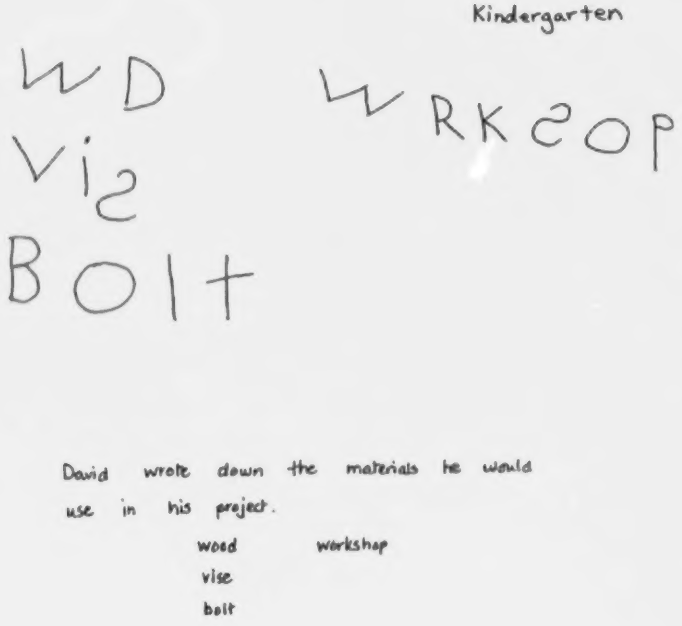
Grade 3



My First Fishing Trip

Trip
fish
caught
proud
fishing pole
only
happy
fun
Daddy
polling
fishing
quiet
water
see
hard to see through
traveling
letting it go
surprised
steep

Kindergarten



WD
Vi2
BOlt

WRKeOP

David wrote down the materials he would use in his project.

wood
vise
bolt

workshop

Research

Gathering data for the purpose of writing for information is done through research. We gather information by experimenting, by observing, by viewing videos, by using models, by discovering, by talking with people, or by reading.

What the Teacher Does:

- Uses the environment and the world around the classroom.
- Provides and encourages a print-rich environment.
- Provides an environment safe for experimenting and taking risks.
- Encourages students to experiment and take risks.

- Provides a variety of materials such as many types of paper and writing utensils.
- Provides space conducive for writing.
- Conveys high expectations.
- Demonstrates a belief that every child will be an "author."
- Helps children make connections with their experiences, past and present.
- Provides options to help students get started.
- Reads a variety of literature to children.
- Facilitates discussion and idea generation.
- Provides opportunities and props for dramatic play and role-playing.
- Provides opportunities for students to recite chants, rhymes, poems, and choral readings.
- Models interviewing as an idea-generation and information-gathering activity.
- Interviews individual students to help them generate ideas.
- Models prewriting strategies.
- Accepts and builds upon approximations (first attempts).
- Teaches procedures for prewriting.
- Takes advantage of the teachable moments and the interests of the students.
- Plans the focus of lessons based on the assessment of student needs.
- Maintains records of student's use of the writing process, e.g., status of the class.
- Conferences with students.

What the Student Does:

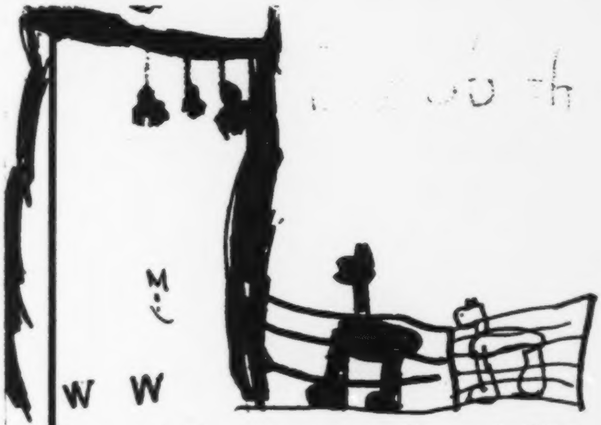
- Engages in inquiry-learning about the immediate environment.
- Reflects upon and makes connections with experiences, past and present.
- Shares experiences, emotions, and feelings.
- Considers possible writing topics.
- Perceives himself/herself as an author.
- Values experiences and knowledge as sources for writing.
- Engages in daydreaming/visualizing activities.
- Talks and thinks about experiences and events as possible writing topics.
- Participates in class discussions.
- Records observations.
- Draws pictures as a planning tool for writing.
- Explores pictures and photographs to stimulate imagination and generate ideas for writing.
- Responds to literature for writing ideas.
- Brainstorms and tells ideas for writing.
- Clusters ideas to organize for writing (by third grade).
- Engages in research for data collection for writing.
- Asks questions/conducts interviews to gather data for writing.
- Recites chants, rhymes, and poems.
- Sings songs.
- Listens to music.
- Engages in role playing and other dramatic activities.
- Conferences with teacher and peers.
- Maintains a list of possible writing topics.
- Maintains personal resources, e.g., dictionary, word banks.

Children's age, experience, and the purposes for writing will determine expectations for PREWRITING. Kindergarten students will begin with drawing. However, children do not fit into neat categories in their development. They will vary within a single grade level in their development.

****The Benchmarks of Proficiency in Writing for Kindergarten-Grade 3** on pages 175 to 184 describe appropriate expectations for ***most*** students by the ***end*** of the grade level.

WRITING/DRAFTING STRATEGIES

A draft is the student's attempt to put information and ideas on paper. Initially students explore the possibilities of their chosen topic as they organize their thoughts and translate ideas generated in the prewriting experience. They may use temporary spelling, blanks, cross-outs and abbreviations in their efforts to get ideas onto paper. As students compose, they may pause, reread, and change their attempts in order to create a meaningful text. At this stage, the primary focus is the expression of ideas.

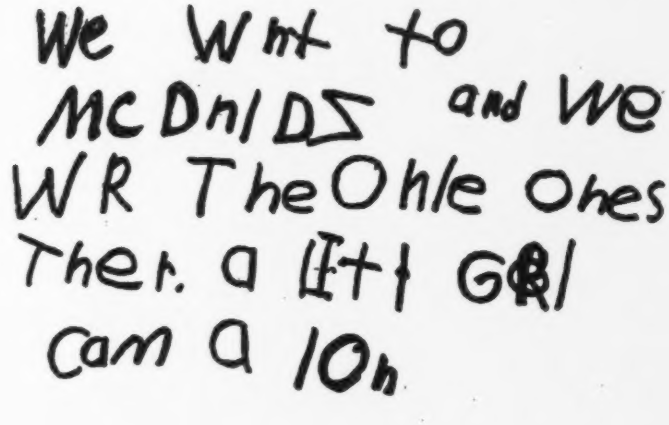


Wibur and the other animals are looking at Charlotte's babies.

Dictation

Children tell a story or piece to someone who scribes for them. They may also store their story on an audio or video tape for future transcription. Dictating to someone helps the novice writer to see how we write.

Kindergarten
Supportive
Writing



We Wnt to
MC DnlDS and We
WR The Ohle Ohes
Ther. a Litl GRl
cam a lOn

Supportive Writing

As children write individually, the teacher guides by showing a needed word on a chart, by helping with "sounding out" a word and by generally providing support. Young writers need this support before they feel confident to free write. Therefore, kindergarten and first grade teachers spend much time assisting novice writers individually.

Free Writing

Children write, without interruption and without assistance. In this way, students are able to get started with a draft. The draft often includes a generous number of ideas that may be unorganized but that provide the foundation and motivation for future drafts.

Journal Writing

The freest form of writing is unassisted journal writing. Children are comfortable recording lists, thoughts, questions, opinions, predictions, possible writing topics, and feelings in a personal journal. Students value journal writing when the teacher responds to the journal entry. When children look back on their writing from the first of the year, they can see their own progress.

Completions

Students are invited to create endings to one or two sentence leads which often may come from children's literature. Students then share their completions with a peer, in a small group, or in a large group. Then the class can discuss how the same leads helped them create different stories.

Cooperative Groups

Children may work in pairs, in small groups, or larger groups as they write. Students may begin by talking with each other or a teacher. Children may use their dictionaries, favorite books, pictures, concrete objects, and other environmental resources. Students encourage each other with question posing and the development of ideas.

Grade 3
Freewriting
Draft

DRAFT

My First Fishing Trip

Today was a big day, I was going on my first fishing trip!

When we were traveling up to the place where we were going to fish, ~~When~~ [illegible] we got up there we had to climb down a steep hill. It was hard, but we made it. I was tired.

We got ready to start fishing, Daddy helped me some through the whole time, but right before we left Daddy gave me the pole and before I

MY MoM LitK The PrSNt ANd The KrD.

I'm glad that your mom liked the present and the card.

THE FISHER

One day the fisher decided to go fishing. First he caught a catfish.Then he caught a bass.After that he caught ten minnows.Then he went home and ate them.

by Andrew and Sara

What the Teacher Does:

- Provides large blocks of time for writing.
- Determines status-of-the-class.
- Composes with students.
- Occasionally writes as students write.
- Prompts and nudges with short conferences by making specific comments, asking questions, and encouraging students to explore possibilities.
- Monitors progress of each student and decides the next step appropriate for that child.
- Encourages by responding orally and in writing.
- Conferences to assist students with ideas and process.
- Encourages students to use available resources other than "asking the teacher."
- Conducts mini-lessons with individual students, small groups, or whole group to address observed instructional strategies.
- Models drafting of personal writing.
- Sets up management plan, including expectations and parameters – e.g. "We are all writing, talking about our writing, and enjoying writing."

What the Student Does:

- Writes for a variety of purposes.
- Focuses on expressing meaning.
- Expands and expresses prewriting ideas in a "story."
- Rereads draft.
- Shares draft.
- Asks questions.
- Writes with or without interruption.
- Uses available resources.
- Conferences with the teacher and others.
- Writes for progressively longer extended periods of time as he/she moves from kindergarten to third grade.
- Writes in all content areas.
- Uses imagination.
- Dates and labels each draft.

Note: Kindergarten and many first grade students will write only one draft. Upper primary students may continue writing on the same draft during later periods or may continue with another episode of the same story. They are in charge of their own writing.

A child's age, experience, and the purposes for writing will determine the expectations for DRAFTING. Children do not fit into neat categories in their development. They will vary within a single grade level in their development.

****The Benchmarks of Proficiency in Writing for Kindergarten-Grade 3** on pages 175 to 184 describe appropriate expectations for ***most*** students by the ***end*** of the grade level.

REVISING STRATEGIES

Pieces of writing will be selected by the children for revision. Revising allows students to reread, modify, and refine what they have written. During this stage of the process, students engage in a self-assessment of their writing. Not all pieces will be selected for revision.

Rereading

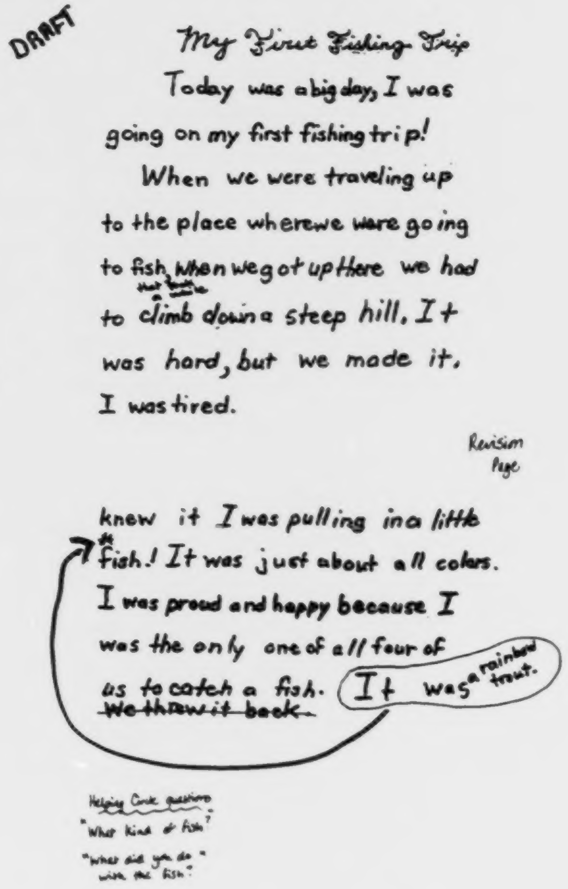
The student rereads the draft to himself/herself or to a partner for the purpose of modifying and refining what he/she has written. Revisions are made by adding on or crossing out. Questions students may ask themselves are as follows:

- "Does it make sense?"
- "Do I want to add more?"
- "Have I said what I intended to say?"
- "How else could I have said this?"
- "Will the reader understand what I want to say?"
- "Does my story have a beginning, middle, and end?"

(Adapted from Calkins, 1994)

Sharing With Peers (The Helping Circle or Response Group)

The student reads the draft to a partner or small group for the purpose of soliciting reader reaction to the piece. The listeners agree to value the writing of others by providing positive response and asking questions. Questions from other students help the writer realize that something is missing. Answering the questions causes the writer to add essential details and makes the writing "cleaner." Sometimes response group members make suggestions for improvement. The writer may then choose to accept these suggestions for revision or not. This process maintains the integrity of the text for the writer because he/she retains ownership over the work.



DRAFT

My First Fishing Trip

Today was a big day, I was going on my first fishing trip!

When we were traveling up to the place where we were going to fish ~~When~~ we got up there we had to climb down a steep hill. It was hard, but we made it. I was tired.

Revision Page

knew it I was pulling in a little fish! It was just about all colors. I was proud and happy because I was the only one of all four of us to catch a fish. It was a rainbow trout.
~~We threw it back~~

Helping Circle questions

"What kind of fish?"

"What did you do with the fish?"

33

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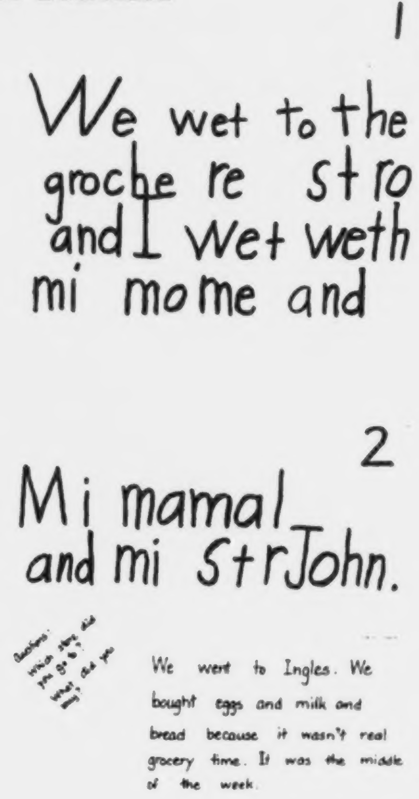
Conference With The Teacher

The student reads the piece to the teacher. The teacher first responds to the piece as an appreciative listener. He/she inquires about the process used by the student and invites the student to identify an area for revision. The teacher guides the student to an area needing revision. The teacher may also teach a lesson specific to the child's piece.



1

We wet to the grocbe re stro and I wet weth mi mome and

2

Mi mamal and mi StrJohn.

We went to Ingles. We bought eggs and milk and bread because it wasn't real grocery time. It was the middle of the week.

What the Teacher Does:

- Models techniques for adding on, such as placing Post-it Notes™ to show where to add, rearranging, rereading, deleting, and questioning.
- Guides students in self-reflection.
- Questions to extend student's writing by asking: Who? What? When? Why? Where? Which? How often?
- Conducts mini-lessons using student or teacher products.
- Uses children's literature as models for strong characters, settings, descriptive passages, etc.
- Observes and records how children approach revision and strategies used.
- Identifies for children and has them articulate strategies they use.
- Uses children's writing selected from previous years as models (e.g., excellent quotations, exclamations, settings, beginnings, endings, etc.).

What the Student Does:

- Selects pieces for revision.
- Searches for more information.
- Modifies draft to clarify meaning by adding on, crossing out, rearranging, deleting, substituting words, etc.
- Organizes draft for beginning, middle, and end.
- Makes text coherent by tying thoughts together.
- Questions and self-evaluates.
- Responds to other children's writing.
- Accepts ideas for revisions.
- Asks questions for self-evaluation such as:
  "Have I said what I wanted to say?"
  "Does it make sense?"
  "Will the reader understand?"
  "Have I said what I think?"

"Are my facts correct?"
"What questions will my readers have?"
(Calkins, 1994)

- Conferences with teacher and peers.
- Eliminates some pieces rather than taking them to publication.
- Uses a variety of personal resources (dictionaries, word banks, prior knowledge, peers, teacher, etc.).

Children's age, experience, and the purposes for writing will determine expectations for REVISING. However, children do not fit into neat categories in their development. They will vary within a single grade level in their development. For example, some students revise by writing a completely new draft of their work.

****The Benchmarks of Proficiency in Writing for Kindergarten-Grade 3** on pages 175 to 184 describe appropriate expectations for ***most*** students by the ***end*** of the grade level.

The Helping Circle

The helping circle gives the writer an opportunity to see how others are affected by a piece of writing. The writer might then revise the piece based on the comments in the helping circle. The general procedure is described below:

1. POSITIVE STATEMENT

Each member of the circle makes a positive comment about the piece of writing.
For example, the listeners may tell how the writing affected them, or how it made them feel. They might also point out the words and phrases which have the strongest effect on them.

2. SUMMARIZING

Each member of the circle comments on the main point of the piece.

3. ASKING FOR HELP

The writer has the opportunity to tell what he or she has had difficulty with and then may ask for help.

4. QUESTIONS AND SUGGESTIONS

Each member of the circle asks the writer questions or makes suggestions for improvement. For example: "I liked the part about your Grandfather's early farming experiences. It might help if you told more about it."

For young children, the process will be simple. The teacher may generate a chart such as the following one to assist students in learning and remembering the process.

The Helping Circle

1. Say what you liked.
2. Tell what it was about.
3. Ask a question.

For upper primary students the following list may serve as a reminder for the helping circle.

The Helping Circle

1. I read my piece to the group.
2. I asked someone to tell what they heard.
3. I asked several people to tell what they liked.
4. I asked if there were suggestions.
5. I thanked the group for their help.
6. I thought about the suggestions back at my desk.

EDITING STRATEGIES

The purpose of the editing stage is to "clean up" errors in spelling, grammar, usage, and mechanics. Students polish their writing to make it suitable for publication. They will focus on one or two skills for each editing session. It is important to celebrate and build on what students know and are able to do.

Proofreading

The writer rereads the draft to himself/herself or aloud to someone else for the purpose of identifying errors in spelling, grammar, usage, and/or mechanics. Because the writer tends to read for meaning, it is helpful to read the draft more than one time, focusing on one or two surface details (such as spelling or capitals) at the time. The student selects one or two specific areas for emphasis, identifies, and self-corrects the errors.
(See charts on pages 45-46.)

Sharing Aloud
(Peer Conferencing)

The student reads the draft aloud to a peer. Reading the text aloud helps the writer to hear omissions, to correct verb tenses, to clarify word choices, and to restructure for understanding. Both the writer and the listener internalize the conventions of proofreading as they read aloud. They grow in their ability to self-correct. An editing checklist assists students in self-correcting their own work and in editing with others. Sharing with a peer helps students become independent in the writing process and saves time for the teacher to work with other students.

Personal/Classroom Resources

Students consult charts, word banks, personal dictionaries, editing checklists, the teacher, and peers as needed to enhance their writing. Resources can help students verify what they already know as well.

Draft

I Wiunt Over
to my NecSDoor naBr
haews And It Was
Fun

Conferencing

Prior to conferencing with the teacher, children will usually have reread their work out loud and have conferenced with a peer or small group. A conference with the teacher will take place when the student requests assistance or the teacher is aware that the child needs help. (Some students will need daily conferences and others weekly conferences. Some conferences will last for only a few minutes while others occasionally last only a few seconds.) Ownership and responsibility for the writing belongs with the child. Therefore, the student reads the piece to the teacher and keeps the pencil in

Edited with teacher

went
I Wiunt Over
to my NecSDoor naBr
house
naews And It Was
Fun

Fix capital letters to lower case

his/her hand. The teacher will look first to see what the student has done and at the risks taken. The teacher celebrates the things the child has done well and values what he/she knows. The teacher looks for patterns in errors and selects one or two aspects for instruction that will assist the writer. These strategies enable the writer to extend his/her own writing and grow toward independence in writing.

What the Teacher Does:

- Models techniques for editing using transparencies of student's writing, charts, his/her own writing, etc.
- Facilitates group in editing class stories, charts, journals, letters, etc.
- Conferences.
- Acts as a resource.
- Guides and nudges in editor role.
- Focuses on one or two key teaching points.
- Asks student to explain writing choices in an effort to understand the logic supporting his/her strategies.
- Has student explain the processes used in writing the piece.
- Makes decisions based upon what will help the *writer* rather than the *writing*. (Calkins, 1994)
- Assists class/individuals in developing editing checklists.
- Records and documents student growth and strategies.
- Elicits student's assistance in editing his/her writing.
- Supports students in selection of texts to be edited.
- Edits text with group on the overhead after securing permission from student to use piece with the class.

What the Student Does:

- Selects pieces for editing.
- Rereads own work to self/others to identify errors and self-correct.
- Uses dictionaries, word lists, word walls, etc. as personal resources for editing.
- Develops individual strategies to self-assess.
- Solicits suggestions from others.
- Checks for one thing at a time.
- Uses class and/or individual proofreading checklists.
- Extends writing by applying strategies learned in conferences.

Note: The focus on writing should be first on meaning or content and last on editing. Kindergarten students typically will not edit. By the second half of first grade, many students begin to edit for some spelling, capital letters, and end punctuation.
In second grade, students become more independent in editing their own work.

Children's age, experience, and the purposes for writing will determine expectations for EDITING. However, children do not fit into neat categories in their development. They will vary within a single grade level in their development.

****The Benchmarks of Proficiency in Writing for Kindergarten-Grade 3** on pages 175 to 184 describe appropriate expectations for ***most*** students by the ***end*** of the grade level.

Revision/Evaluation

Narrative

Self-Evaluation

1. I begin the story in a way that will interest the readers.
2. This is an interesting story.
3. I tell the story in good order, so that readers can follow the action as it happens.
4. I describe the characters so that my readers can see and hear them.
5. I describe the setting so that readers will feel that they are there.
6. I end the story in an interesting way.
7. All my sentences are clear and complete.

Group Response

1. I get interested right at the first.
2. The story keeps me interested from beginning to end.
3. You describe the scene so clearly that I feel that I am there.
   I can see ____.
   I can hear _______________________________________.
   I can touch ______________________________________.
   I can smell and/or taste ____________________________.
4. You tell me enough about the characters that I can see and hear them.
5. You clearly describe what happened.
6. I like the way the story ends.
7. You tell the events in the right order.
8. Your sentences are all clear.

*Students need to explain what they mean and to give examples or evidence from the selection.

Revision/Evaluation

Information Reports

Self-Evaluation

1. I begin the report in a way that will interest the readers.
2. This is an interesting topic.
3. I tell the information in order, so that readers can follow what I am describing.
4. I describe the topic so that my readers can picture what I am describing.
5. I tell about one thing at a time.
6. I end the report in an interesting way.
7. All my sentences are clear and complete.
8. I include pictures and diagrams to help my reader.

Group Response

1. I get interested right at the first.
2. The report keeps me interested from beginning to end.
3. You describe the information so clearly that I can understand it.

   I can see ______________________________ .

   I can hear ______________________________ .

   I can touch ____________________________ .

   I can smell and/or taste ____________________ .

4. You tell me about one thing at the time.
5. Your pictures/diagrams help me understand the topic.
6. I like the way the report ends.
7. You tell the information in the right order.
8. Your sentences are all clear.

*Students need to explain what they mean and to give examples or evidence from the selection.

PUBLISHING STRATEGIES

Publishing is the celebration stage of the writing process. It completes the cycle of the process and adds credence to the struggles experienced by the writer. The student is now ready to share or display his/her work either formally or informally. As students share their work with others, they view themselves as authors. Each child selects the piece/pieces to be published.

Author's Chair

Students need opportunities to share their writing throughout the whole day every day. When students are asked to share their work with others, they are shown that they are valued as authors. Also, they begin to develop a sense of belonging to a community of readers and writers.

The author's chair is a period of time during which individual students share their writing with others and receive positive feedback from their peers. As children prepare to share their writing with their peers, they change roles from writer to reader. They are interested in positive feedback and also in hearing how their own writing sounds and in hearing their own voices. The author's chair provides a time for celebrating students as authors at all stages of the writing process. Children learn from each other as new invitations and demonstrations are offered. In this way, children continue to grow and be challenged as authors.

When the teacher sits in the author's chair and shares his/her own writing, he/she serves as a powerful model of a literate adult who values reading and writing. It is crucial that students see adults modeling real world examples of the importance of reading and writing. In this way, students learn what we value and relate their experiences to our own.

Adopt-a-Class

Students in older classes may be paired with younger students. As the younger students write, the older students may assist them through listening, conferencing, taking dictation, word processing, and book making.

Older students can share books they have written with younger students. The books may or may not be written specifically for the younger students.

Writer-of-the-Week

Individual students are selected to share their writing in various ways with the class. Their methods might include creating their own displays, sharing their own writing and writing strategies, sharing favorite books, or making an audio-tape. The other students may write a letter or comments for the writer-of-the-week and the teacher may compile the letters into a book to present to that writer.

Author-of-the-Week

Favorite children's authors may be selected for emphasis during a week of school. The author's biography and books should be available for read-alouds and independent reading.

Publishing Techniques:

- Oral sharing with family, friends, or anyone who will listen
- Bulletin board displays
- Tape recordings and videotapes
- Pen pal letters
- Books and booklets
- School, local, class or children's newspapers or magazines
- Writing contests
- Writer-of-the-Week
- Sharing with other classes
- Displays of work in other school areas or other areas of the community
- Author's Chair
- Word Processing
- Software for big/little book makers
- Author celebrations
- Personal collections/portfolios

Draft

12-89

Christmas is trees trees lishting
Christmas is parss parss For yaveone
Christmas is. ranbsa ranbsa vito Sta
christmas christmas christmas
Aaveine lisch Christm
Trer the yaey Anam ther the
Day An trer and trer And trer!
Avebit Love christmas
Hwo Do yao Love chri::mas
Hwa Nos Hwo Da stcs
Fi! I Dt NO I Dt NO.
I Dt NO
NO Bt NOS Bat
book
At the
look day
kno you se
christmas is
ciming sao
The
Eed

Published piece

11-28-89

Christmas

by Rachel

Christmas is trees, trees lighting.
Christmas is presents, presents for everyone.
Christmas is reindeer, reindeer with Santa.
Christmas, Christmas, Christmas

Everyone likes Christmas,
Through the year and through the day.
Through and through and through!

Everybody loves Christmas.
How do you love Christmas?
Nobody knows how Santa flies.
I don't know. I don't know. I don't know.

Nobody knows,
But look at the day,
Look, now you see.
Christmas is coming soon.

The End

BEST COPY AVAILABLE

What the Teacher Does:

- Collects and makes available a variety of materials: different kinds and colors of paper, markers, stencils, colored pencils, yarn, glue, etc.
- Models bookmaking, sharing, etc.
- Collaborates with other teachers to enhance integration of writing with other content areas (music, art, second language, physical education, etc.).
- Provides time, space, and materials.
- Encourages a variety of forms of publication.
- Provides a variety of ideas for publication.
- Encourages students to publish.
- Provides volunteers to assist students with publishing.
- Treats students' work with respect.
- Recognizes purpose and value of publication.
- Publishes class anthologies or collections.

What the Student Does:

- Selects pieces for publication/portfolios.
- Explains reasons for selecting piece for publication.
- Attempts a variety of forms of publication.
- Respects and responds appropriately to others' work.
- Expresses reflections on published works.
- Sees purpose and value of publication.
- Publishes either orally or in written form.

Note: Works selected for publication will reflect the developmental level of students with younger students' work being less sophisticated in form and spelling than older students. Decisions about the degree of editing expected have to be made based on the purpose and audience for publication. If standard spelling is not used, an explanation of the developmental level of the students might be included.

Children's age, experience, and the purposes for writing will determine expectations for publishing. However, children do not fit into neat categories in their development. They will vary within a single grade level in their development.

****The Benchmarks of Proficiency in Writing for Kindergarten-Grade 3** on pages 175 to 184 describe appropriate expectations for ***most*** students by the ***end*** of the grade level.

The Writing Process
Grade 3
Student Guide

1. ***Find a Topic***
   Decide what you want to write about. If you can't do so, look at your list of topics; or talk to a friend; or look at a friend's list; or talk to the teacher.
2. ***Write a List of Words***
   Think through your story and write key words; or talk through your story with your partner and write key words; or write key words; or talk with the teacher and have her/him write the key words.
3. ***Write a Draft***
   Write your first draft.
4. ***Will You Move On?***
   If you like the draft story, move ahead. If you don't, go back to #1.
5. ***Do Your First Revision***
   Read your story to yourself.
   How does it sound? Is anything missing?
   Should anything be added to make sense?
6. ***Get a Reader's Opinion***
   Read your story to your writing partner; or read your story to your Helping Circle; or read your story to the teacher. Listen to the opinions and questions. Discuss ways to improve the story.
7. ***Make Changes in the Story***
   Add any details. Mark through and change words. Improve your story in every possible way. Perhaps, write a second draft.
8. ***Edit Your Story***
   Read your story to your writing partner.
   Edit for: capitals, punctuation, and spelling.
9. ***Ask for a Conference***
   Your teacher will ask questions like:
   - Is your story now exactly as you want it?
   - Is it ready for me to read?
   - Would you please read this part aloud?
   - Have you checked all punctuation, capitalization, and spelling?
10. ***Prepare for Publication***
    If your story is selected by you and your teacher for publication, decide on how you will publish–book, poster, tape recording, etc.
    Rewrite your story in your best handwriting; or make sure your handwriting is clear for the typist.
    Work on your illustrations.

THE WRITING PROCESS

Conferences

Conferencing is for the purpose of allowing children to tell us what they know and understand about a subject. Teachers may conference for the purpose of teaching and/or assessing student understanding. The process and techniques suggested are useful in ALL conference sessions across the curriculum.

The teacher facilitates a child's learning during the writing process through a conference. Students should talk things over with others before, during and after writing. A conference may have many different purposes.

1.	**CONTENT**	Help the child find a topic if necessary. Encourage the child to talk about it.
2.	**FOCUSING**	Help the child narrow down the topic. Rather than write about "dogs," suggest writing about one experience with his/her own dog.
3.	**EXPANDING**	Help the child recall, generate, or find more information on his/her topic. Ask questions that assist the child in expanding his/her piece of writing.
4.	**PROCESS**	Help with revisions.
5.	**EVALUATION**	Help the child decide whether the writing is finished or needs more revising.
6.	**EDITING**	Correct spelling, punctuation, etc.

Through conferencing, children reflect upon their thoughts and ideas and ask questions about their "writing." At the kindergarten or early first grade level the writing may be a drawing and may be accompanied by a word, phrase, sentence, etc. (Calkins, 1994)

Teachers must ask young writers appropriate questions in order to help students develop strategies for thinking about their own writing.

Points to Remember in Conferences:

The goal of a conference is to foster self-learning by the child as he/she learns to reread his own work. Teachers who have had experience with conferencing in the early grades make the following recommendations:

- Play a low-key role, not dominating or talking too much.
- Show interest in what the child is trying to express.
- Get to know as many of the child's interests as possible.
- Be aware of the child's strengths and weaknesses in writing.
- Ask about the writing process before asking questions about the product.
- Try to understand the strategies the child uses.
- Listen first and teach later. (Turbill, 1982)

The purpose of the conference is to help the student react to his or her own writing in order that he or she may identify possible problems and make an attempt to solve them.

One of the goals of conferencing and the helping circle is to teach students to reread their own work. When writers read their work aloud, they then become the audience for their own writing. Hearing a partner or a member of the helping circle ask questions and make suggestions enables children to learn to reflect on their own writing from another perspective. Through modeling and conferencing teachers help students internalize questions writers ask themselves about their own writing. By third grade many students can begin to answer these questions for themselves.

Questions Writers Ask Themselves:

1. What have I said so far? What am I trying to say?
2. How do I like it? What is good that I can build on? What is not so good that I can fix?
3. How does it sound? How does it look?
4. How else could I have done this?
5. What will my readers think as they read this? What questions will they ask? What will they notice, feel, think?
6. What am I going to do next? (Calkins, 1994)

Conference Reminders:

1. Listen to the child.
2. Respond to content as a listener.
3. Follow, not lead.
4. Handle one learning opportunity at a time.
5. Keep it short.

Possible Types of Questions and Responses Used During Conferences

- Tell me about your piece of writing.
- What part do you like the best? Why?
- Can you tell me more about it?
- Do you have enough information?
- How did you feel when this happened? Did you write your feelings?
- Why did you choose this subject to write about?
- Are you only telling me about one thing?
- What did you learn from this piece of writing?
- Did you learn something new?
- How does this piece sound when you read it aloud?
- Why is this important to you?
- How does this piece compare to other pieces you have written? Why?
- What kinds of changes have you made from your last draft?
- Underline the part that tells what the piece is about.
- Circle the part that is the most exciting.
- What do you think you can do to make this piece better?
- What problems did you have or are you having?
- What is the most important thing you are trying to say?
- What works so well you'd like to try to develop it further?
- How do you feel about your story?
- I liked. . .
- Are you happy with your beginning and ending?
- Explain how your title fits your story.
- What are your action words? Can you add others?
- What do you need help on?
- What questions did your conference partner have for you?
- Where is this piece of writing taking you?
- Did you tell about something or did you show us by using examples?
- Can you think of a different way to say this?
- Does the beginning of your piece grab the reader's attention?
- What questions do you have of me?
- How does this piece sound when you read it aloud?
- What worked so well that you would like to try it again?
- Is there a part that you like and would like to tell more about? Does your story paint a picture?
- Is there something you would like to ask me about this piece?
- Have you told things in the way it happened or a way that makes sense?

When you point out strategies children are using, they are made aware by your comments of strategies already part of their repertoire. Focus on and celebrate what they have done and select one or two things for instruction.

(Adapted from Kimzey, 1993; Turbill, 1982; and Calkins; 1994)

EDITING
Peer Editing Guidelines

Note: These guidelines are typical for third grade. Involve children in generating each set of guidelines. Children in lower grades will have fewer items for each set of guidelines.

I. ***Editing For Good Sentences***

1. Write in whole sentences.
2. Make sure the sentences make sense.
3. Look for missing words.
4. Look for missing ideas.
5. Write the word you need.
6. Figure out where each sentence ends.

II. ***Editing For Capitals***

Check for capitals on these kinds of words:

1. Names of people, pets, towns, countries, states, parks, days, months (Larry, Asheville, Monday)
2. Titles for people, books, stories (Mr. Baker)
3. Beginning of sentences (We went to the game.)
4. I (me)

Take out all extra capitals.

III. ***Editing For Spelling***

Sound out and carefully examine each word.
Check the spelling of these kinds of words:

1. Contractions (cannot - can't)
2. Words that sound the same but are spelled differently (bear - bare)
3. Silent letters (know, write)
4. Vowels that won't "behave" (eight)

Add endings like this:

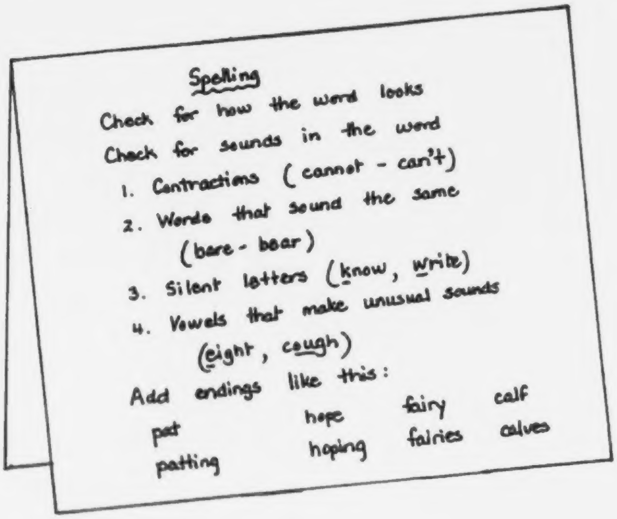
pat	hope	fairy	elf
patting	hoping	fairies	elves

IV. ***Editing For Punctuation***

1. Use periods at the end of sentences. (Mary had a little lamb.)
2. Use exclamation marks to show excitement. (How great!)
3. Use question marks after questions. (Why?)
4. Use quotation marks around what someone says. ("Super")
5. Use apostrophes for missing letters in contractions. (didn't)
6. Use commas to slow down or separate. (oranges, apples, and bananas)

Norma Kimzey
Western TAC

Included below are some sample charts that the teacher may generate with younger students and post for easy reference.



Spelling

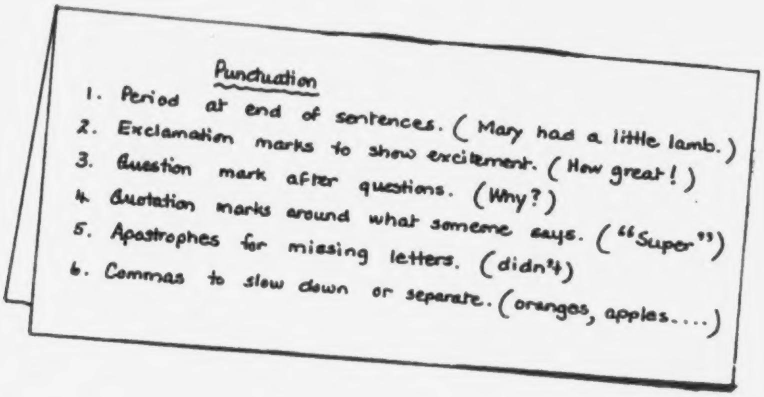
Check for how the word looks

Check for sounds in the word

1. Contractions (cannot - can't)
2. Words that sound the same (bare - bear)
3. Silent letters (know, write)
4. Vowels that make unusual sounds (eight, cough)

Add endings like this:

pat	hope	fairy	calf
patting	hoping	fairies	calves



Punctuation

1. Period at end of sentences. (Mary had a little lamb.)
2. Exclamation marks to show excitement. (How great!)
3. Question mark after questions. (Why?)
4. Quotation marks around what someone says. ("Super")
5. Apostrophes for missing letters. (didn't)
6. Commas to slow down or separate. (oranges, apples....)

REVISION/EVALUATION

Questions for Guiding Student Evaluation and Reflection

Note: To be modeled by the teacher when conferencing with students about their work.

- What is the **purpose** this piece is to achieve?
- Who is the **audience**?
- What did you **learn** in writing this piece?
- What was **hard** about writing this text?
- How does this piece **compare** to your other writing?
- What **questions** do you have for the reader?

Other: ____

Primary Writers Reflection

Note: To be modeled by the teacher when conferencing with students about their work to assist students in learning to reflect upon their work.

- Why did you write about this topic?
- Who will read it?
- What did you do in this piece that you have not done before?
- What was hard for you to do?
- Is this like anything you have written before?
- Is this different from anything you have written before?
- Is there anything you want to know about the topic?

(Adapted from Calkins, 1994)

Teaching Spelling Within the Writing Process

TEACHING SPELLING WITHIN THE WRITING PROCESS

INTRODUCTION

Spelling is a process of integrating knowledge about individual words, common spelling patterns, and relationships between sounds and letters. The use of standard American spelling is highly valued in our society and is a courtesy to the reader. Learning to spell is most efficient when it grows out of the reading and writing processes. Research indicates that our greatest vocabulary is our oral language vocabulary. Therefore, our spelling vocabulary is much smaller than our oral vocabulary because we spell only a very small portion of the words that we use in our speech. Most young children come to school without knowing how to spell conventionally; however, 92 percent of 9-year-old children spell high frequency words. The true test of our spelling comes from the words that we write as a part of our daily lives.

Our goal as teachers is to develop independent, fluent writers. Therefore, we should teach spelling, not in isolation, but as an integrated part of an effective writing program.

CREATING A SUPPORTIVE SPELLING ENVIRONMENT

A classroom that supports writing and spelling development provides time for writing for real purposes and promotes risk-taking. Children who have real reasons to write connect prior knowledge and experiences. Children who are free to attempt spelling use more precise and expressive words from their oral vocabulary. In a supportive writing environment, students are confident to try new words and view spelling as a means to an end. They develop an awareness of unconventional spelling and use a variety of resources to achieve standard spelling. In this environment, students become independent spellers.

Print Rich Environment with a Variety of Resources

Immerse students in print by providing a variety of print and materials that assist students in producing print. Include a variety of resources such as:

- charts
- books
- word walls
- picture dictionaries
- thesauruses
- lined and unlined paper
- menus, brochures, schedules
- receipt books
- printers
- variety of class-produced print
- alphabet stamps
- different types of writing tools (pencils, markers, crayons)
- word banks
- word lists
- personal dictionaries
- primary dictionaries
- picture files
- magazines
- adding machine tape
- computers
- book-making materials
- many types of paper

Valued Student Attempts

- Accept what student writes.
- Share with others.
- Celebrate progress.

Instruction Based Upon Student Needs

- Know stages of development.
- Recognize strategies students use.
- Help students understand strategies to use as they write.
- Teach or point out strategies students might use in their writing during conferences with them.

(See stages of spelling and spelling strategies on pages 53-59.)

Time and Place for Writing

- Provide appropriate blocks of time.
- Engage students in all steps of the writing process according to their development.
- Provide areas of the room where materials and resources are easily accessible for use in writing.

(See writers' workshop and sample schedules on pages 86-90 and 113-114.)

Parent Involvement

- Explain spelling development and process.
- Share child's writing folder and portfolio with parents.
- Invite parents to observe the writing process in action in the classroom.
- Explain strategies children use when spelling.
- Provide appropriate homework activities and games.
- Explain strategies parents can use at home to assist the child.

(See suggestions and letters for parents on pages 64-67.)

Modeling

- Talk about ways you spell unknown words as you write with and for students.
- Allow students to help you figure out conventional spellings.
- Model strategies you use as you spell throughout the day in a variety of settings.
- Include demonstrations as you write for children and with children.

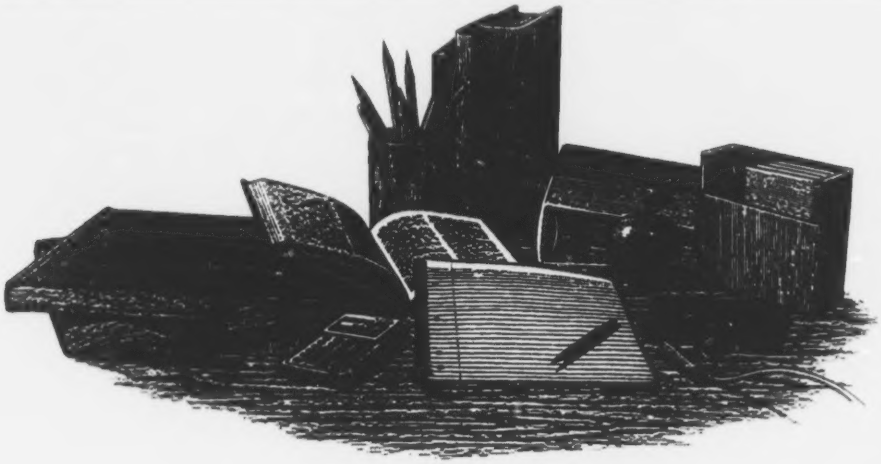
SPELLING DEVELOPMENT

Spelling is developmental. Most children go through stages as they learn standard spellings. One step in the process is the use of temporary or invented spelling. Temporary spelling results when children generate hypotheses about spelling before they know the full conventional spelling of a word. These temporary spellings allow students to make meaning and not interrupt their thought processes before they know how to actually spell a word. Observing the spelling development in children's writing informs instruction and guides the teacher in knowing how to help the children's progress as writers. Temporary or invented spelling is not the goal but is a stage of development and a strategy used in developing conventional spelling.

Children of the same ages often demonstrate similar patterns of usage in their spelling. Identifying these patterns of growth helps teachers guide students' future experimentation with written language. Temporary spelling is just one of many strategies children and adults use to attempt the spelling of words they are not sure how to spell. Invention is usually based on how words sound. However, spelling is much more complex than that. Children and adults also use visual memory (*Mom, Dad*), meaning (*Latin and Greek roots*), visual and morphemic patterns (*-tion, -ly, -est*), and punctuation as strategies. It is helpful if the teacher and parents keep these stages in mind as benchmarks to document progress.

The focus of instruction needs to be on teaching children strategies for generating and checking their spelling rather than teaching to particular stages.

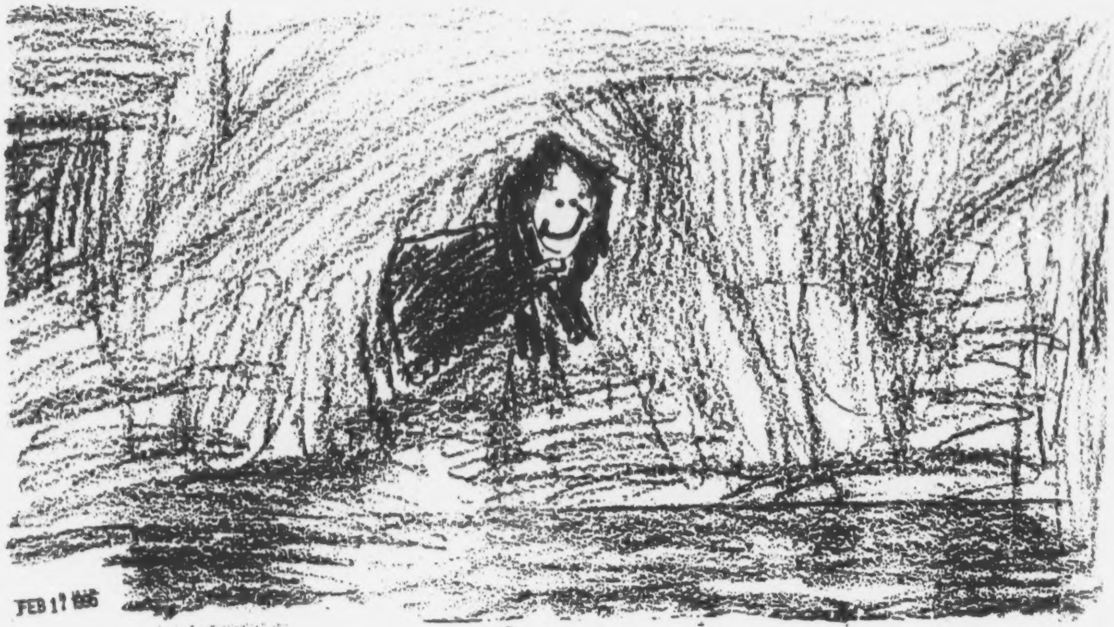
Since learning to spell correctly occurs over time, the emphasis in spelling instruction is on focusing conscious attention on spelling strategies through many varied reading and writing experiences.



Stages of Spelling Development

Early Emergent

- Strings letters and numbers together demonstrating some knowledge of the alphabet.
- Possesses no knowledge of letter/sound correspondence.
- May not know left-to-right directionality.
- May include symbols as part of the word.
- Uses upper and lower case letters interchangeably.



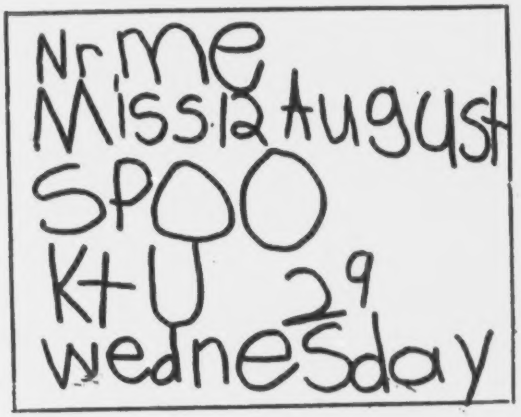
FEB 17 1995

VTHV KASe WC RLO UM+KB.

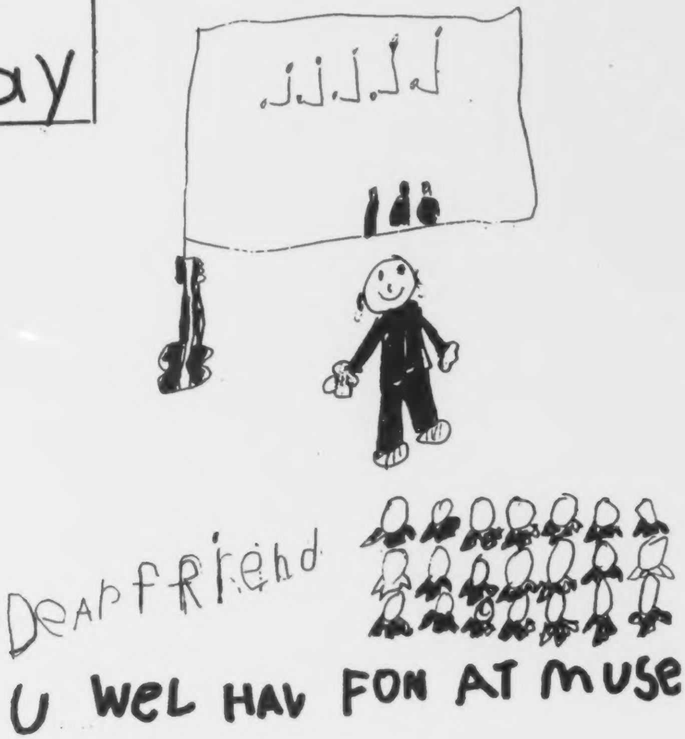
The tooth fairy is coming to my house.

Emergent

- Begins to use visual memory to spell some words conventionally (e.g., *Mom, Dad, Susan, John*).
- Uses one, two, or three letters to represent a word.
- Begins to use letter-sound correspondences.
- Uses letters to represent words with or without spacing.
- Often begins words with initial consonants.
- Often uses letter-name strategies.
- Begins to grasp left-to-right progression.
- May not be aware of word segmentation.



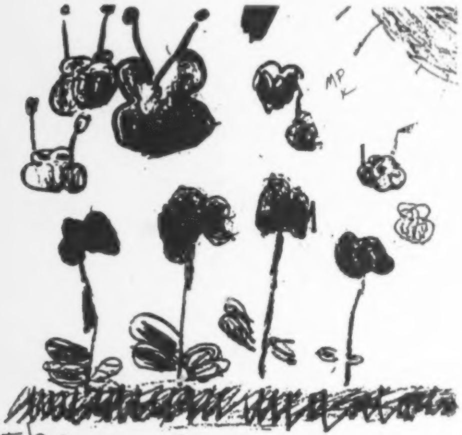
Nr me
Miss 12 August
SPOO
KtU 29
wednesday



DeAr fRiend
U WEL HAV FON AT muse

Developing

- Grasps letter/sound correspondences.
- May represent essential sounds in words.
- May be consistent in writing specific sounds with specific letters.
- May substitute incorrect letters with similar sounds.
- May omit nasal consonants.
- May add an incorrect vowel after a correct vowel.
- May represent past tense in different ways.
- May represent syllable with the letter *r* when the word contains *r* in the syllable.
- Clearly defines word segmentation and separation.



The BOTRFLIS R HALPe

the FLIWRS gRO.

My Kusun APRIL cameto
play With me She
playd BasBd She
Brot HreBoyfrinde Hisname

I haey a baby
pupy. It is a grl.
It socs a botl.

Early Independent

- Uses vowels in every syllable.
- Uses nasals before consonants.
- Inserts vowel before the *r* at the end of the word.
- Adheres to basic conventions of English spellings, (e.g., *eightee* for *eighty).*
- Uses more conventionally spelled words in writing.
- Spells a greater percentage of words conventionally.
- Attempts to use rules.
- Uses vowel digraphs and consonant blends.
- Spells inflectional endings correctly, (e.g., *-s, -'s, -ing, -est).*

11-18-92

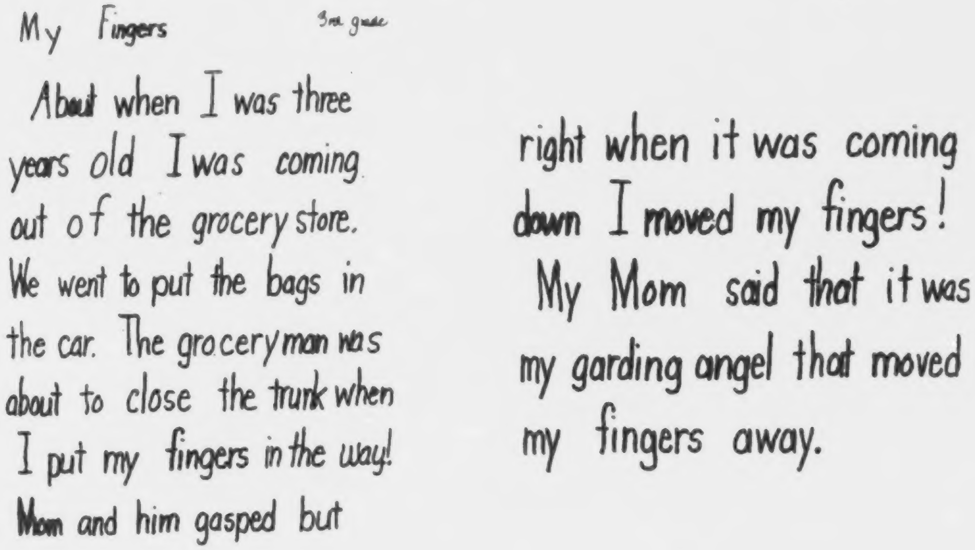
The hamstr got
away. It's name
is molleey. It's
a she. She
has got away
two times. The
hamstr is brown
and white. I
like the hamstr.
Do you like the
hamstr? I do.
It is little.
Mr ledfod bokt
for the hamstr
The hamstr is
the hamstr
fun too look at.
Do you thank
the hamstr is
fun to look at.?
And the hamstr
eaytid a holl
out of the
pumpking to.
The hamstr is lost.

Journal writing

Independent

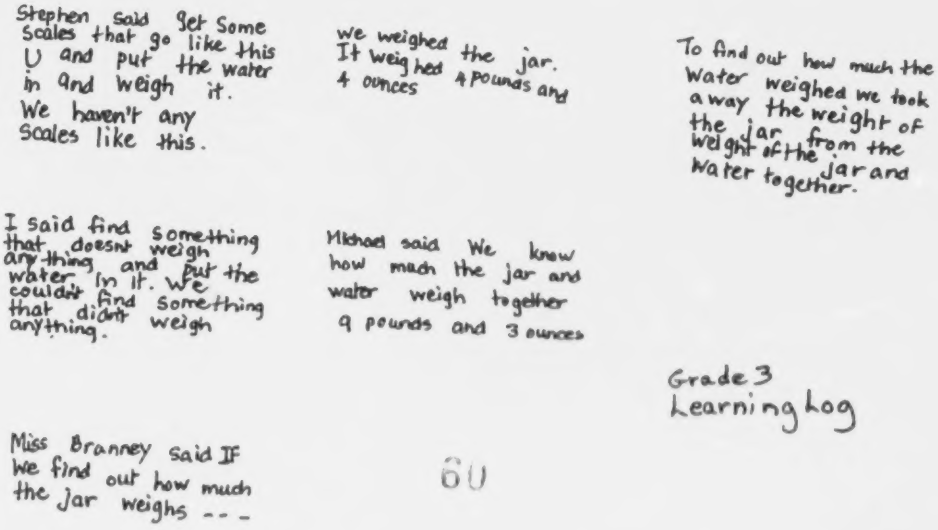
- Usually occurs around age 8 or 9.
- Demonstrates knowledge of prefixes, suffixes, compound words, and silent consonants.
- Gains knowledge of generalizations and uses them in new situations, (e.g., *-ing, -ed, -er, -est).*
- Masters uncommon spelling patterns in words with irregular spellings.
- Recognizes incorrect spellings and can suggest alternatives.
- Spells large body of words automatically and fluently.

(Gentry, 1994; Snowball and Bolton, 1993)



My Fingers 3rd grade

About when I was three years old I was coming out of the grocery store. We went to put the bags in the car. The groceryman was about to close the trunk when I put my fingers in the way! Mom and him gasped but right when it was coming down I moved my fingers! My Mom said that it was my garding angel that moved my fingers away.



Stephen said get Some Scales that go like this U and put the water in and weigh it. We haven't any Scales like this.

I said find something that doesnt weigh anything and put the water in it. We couldnt find something that didnt weigh anything.

Miss Branney said IF we find out how much the Jar weighs - - -

we weighed the jar. It weighed 4 Pounds and 4 ounces

Michael said We know how much the jar and water weigh together 9 pounds and 3 ounces

To find out how much the Water weighed we took away the weight of the jar from the weight of the jar and water together.

Grade 3
Learning Log

Spelling Strategies

Susan Sowers and Sandra Wilde (1991) have identified strategies that children use in their writing. A focus on these strategies can give children the support they need to use standard spelling in their writing as appropriate to the purpose and audience of the writing.

One of the goals of spelling instruction is to teach students strategies or ways of generating the spellings of words they need for their writing. First they need to get their messages on paper and then they can check for accuracy in later drafts. Spelling strategies used by children and adults are:

1. Placeholder: Writing what the writer knows about the word in order to continue the flow of the writing.

   Classroom example: The child writes *luv* for *love* and circles it for future correction or the child writes first letter and leaves a blank for the remaining letters, e.g., *l* ____ for *love*.

2. Human Resource: Asking someone else how to spell the word.

   Classroom example: The child asks her spelling buddy or another peer in the room who has spelling expertise.

3. Textual Resource: Seeking other print sources for the word.

   Classroom example: The child consults classroom charts, labels, environmental print, books, picture glossaries, picture dictionaries, primary dictionaries, displays, a thesaurus, a computer spell-check program, maps, globes, personal dictionaries, standard dictionaries, etc.

4. Generation, Monitoring, and Revision: Attempting to spell the word, looking at it, and making other attempts if necessary.

   Classroom example:
   (1) The child uses known words to spell other words such as *other* to spell *mother*.
   (2) Child uses study strategies for learning to spell new words:
      - Looks at a new word and says it to himself/herself.
      - Covers it and tries to spell it in his/her mind.
      - Writes it from memory.
      - Checks the spelling.
      - Repeats the steps if wrong.

5. Ownership: Being able to automatically spell words without consciously attending to the letters or letter sequence.

   Classroom example: The child automatically generates frequently used words in his/her piece of writing, (e.g., *and, the, from, with, by*, etc.).

IDEAS FOR TEACHING SPELLING

Conferencing and Proofreading

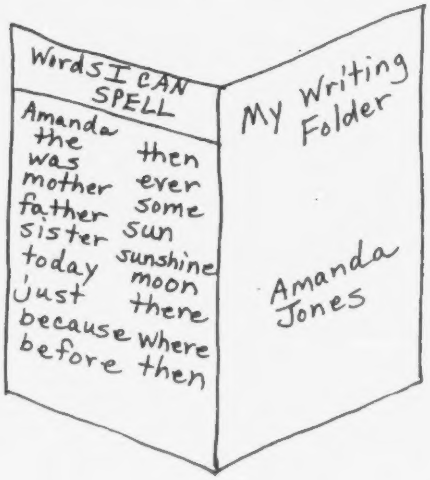
When teachers conference with students as part of the writing process, they can assist students in learning to proofread their writing and to develop a spelling consciousness. They may assist students as part of editing selected pieces for publication. For example, they may teach students to circle words they are uncertain about on drafts of their writing. Then the students may check their spelling with another resource or may try the Have-A-Go procedure to bring the words to standard spelling with the teacher. Also, teachers may assist students in using what they know about spelling to generate the spelling of unfamiliar words by analogy. (See the fifth entry of this section for details of Have-A-Go procedures.)

Mini-lessons

A mini-lesson is the brief meeting where the whole class focuses on a need, strategy, or issue that will enhance or extend students' writing. The focus of the mini-lesson may derive from the teacher's observation and assessment of what students need. The mini-lesson provides time for the teacher's direct instruction through demonstration. It is a place to build on what students already know and to help them deal with specific problems or to focus on words they should be using in their writing. A mini-lesson is a way of modeling proofreading strategies, spelling strategies, and teaching specific spelling patterns that children are trying to use in their writing.

Writing Folders/Journals

Lists kept in students' writing folders provide easily accessible references for them to use in their everyday writing. These lists may be high-frequency words or student generated lists. Two possible examples are *Words I Can Spell* and/or *Words I'm Learning to Spell.* These word lists can provide words for individual or partner study or games.

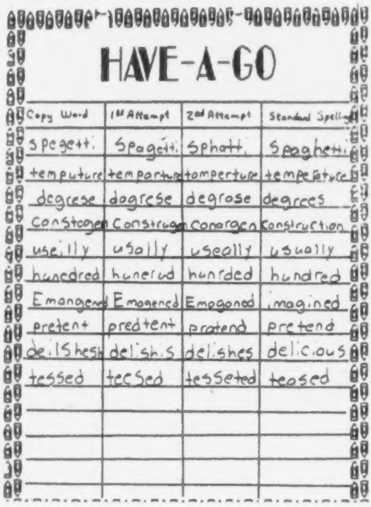


Games, Activities, and Resources

Games and activities provide opportunities for children to focus their attention on visual patterns and to engage in problem solving related to visual patterns. *Hangman, Concentration, Junior Scrabble,* and other games are described in the resource books listed in the bibliography.

Have-A-Go

This activity enables the student to approach spelling as a problem-solving activity and helps him/her develop strategies for spelling. The child identifies a word presenting difficulty in his/her own writing and then attempts to spell the word in the first column. The second and third columns may have second and third attempts. The fourth column has the conventional spelling. Students are encouraged to find conventional spellings using a variety of resources–find it in print, ask as peer, parent, or teacher, or check the dictionary.

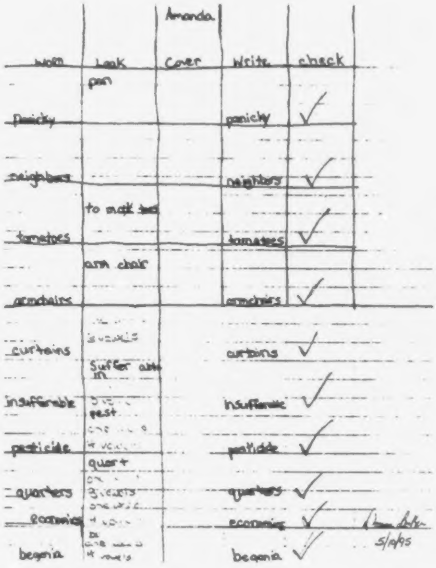


HAVE-A-GO

Copy Word	1st Attempt	2nd Attempt	Standard Spelling
spegett.	Spagetti.	Sphatt.	Speaghetti
temputure	temportum	tomperture	tempeature
degrese	dogrese	degrose	degrees
constogen	Construgn	conorgen	Construction
useilly	usolly	useolly	usually
hunedred	hunerud	hunrded	hundred
Emongend	Emogened	Emogonod	imagined
pretent	predtent	protend	pretend
deilShesh	delish.s	delishes	delicious
tessed	tecSed	tesSeted	teased

Look, Cover, Write, Check

Sometimes children need to learn to spell specific words for legibility and accuracy in writing. A book format helps children learn the "Look, Cover, Write, Check" procedure, which helps develop a visual memory for words. This procedure teaches children to look at the word carefully trying to visualize its pattern. Then they say the word, cover up the spelling, write the word themselves, and check the accuracy of their spelling.



Amanda

word	Look	Cover	Write	check
panicky	pan		panicky	✓
neighbors			neighbors	✓
tomatoes	to mak [illegible]		tomatoes	✓
armchairs	arm chair		armchairs	✓
curtains	[illegible]		curtains	✓
insufferable	Suffer able in		insufferable	✓
pesticide	pest		pesticide	✓
quarters	quart		quarters	✓
economics	[illegible]		economics	✓
begonia	[illegible]		begonia	✓

5/10/95

Group and Individually Generated Resources

The class or individuals develop dictionaries, topic lists, word banks, word meaning books, pattern lists or books. The following examples illustrate how these materials might look.

I can...
- write something down and come back to it.
- write what I know, circle it, and come back to it later.
- ask someone who might have a clue.
- try it out on my Have-A-Go sheet.
- look around the room or in books.
- write it the way it sounds and come back to it later.
- check my personal spelling dictionary.

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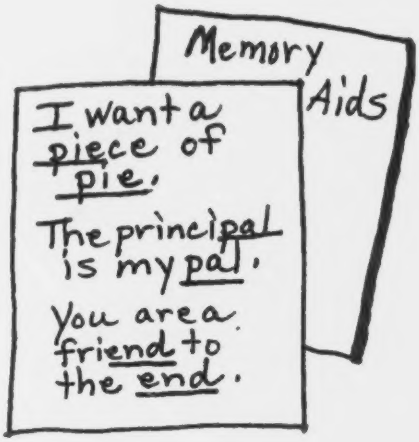
Memory Aids

Because a love of words and a curiosity about words help students develop as spellers, words can be studied as a source of interest. Specific examples can help students remember the differences between particular words such as homonyms or homophones. These examples may be kept in a book or on a chart for everyone to see.


Memory Aids
I want a piece of pie.
The principal is my pal.
You are a friend to the end.

Written Conversations

The teacher writes a question on a chart so that everyone can see and students respond in writing. This activity provides opportunities for the teacher to model words students are writing and to give positive feedback on spelling attempts. A variation of written conversations is a dialogue journal.

Spelling Buddies

Students assist each other in learning to spell words. They study together, play games together, or act as a resource for each other. They also "test" each other on specific words that are important such as words needed in their writing or words that they continually misspell.

Spelling Celebrations

Students describe the process by which they came to spell a word conventionally stating the strategies they used. Specific words and successful strategies are brought to the attention of other students in this way.

Spelling Explorers

Students circle words or underline in a writing draft words they believe may be misspelled. The teacher brings the class together as a group. On a chart or the chalkboard, he/she makes four columns for all children to see. He/she then writes words as spelled by the students in the first column and writes alternate spellings in the second and third columns. As a group, the teacher and students discuss the rationale for choices. The students check a resource for the conventional spelling and write the conventional spelling in the fourth column.

Word for the Day

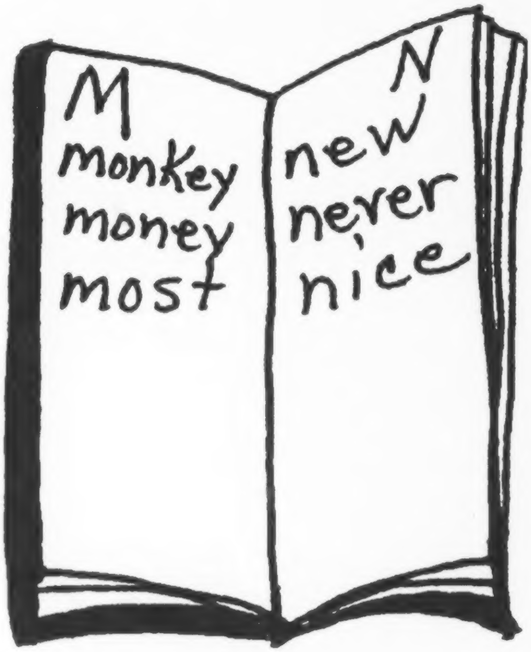
The teacher selects a word or has the class select a word to be the focus for the day. The teacher encourages students to try their hands at spelling the word on a chart or the chalkboard some time during the day. At the end of the day, the teacher and students examine the different attempts and circle the conventional spelling.

Class Journal

The students and teacher compose together in a shared writing experience that builds on students' experiences. The teacher demonstrates the writing process as he/she records the text. The text can be read and reread and serves as a record of class activities.

Personal Dictionaries

The teacher provides each student with an alphabetized list of high frequency words with lots of blank space to add new words of the student's choosing. Two pages for each letter of the alphabet may be a good beginning. Additional pages may be added as students increase their lists of words. Sources for words may be the student's own writing or words of interest to the class.



"What I Know about Spelling" Book

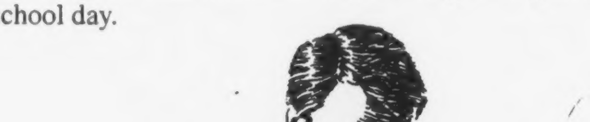
Students keep a notebook in which they record information about spelling and words as they learn them. The book may have a table of contents and be expanded upon from year to year. Sample entries might include compound words, contractions, high-frequency words, word families, prefixes, suffixes, or other memory aids. This book way be more useful to upper primary students.

INVOLVING PARENTS

Involving and educating parents is important to the success of children's spelling development. It is necessary to help parents understand the stages of spelling, strategies used in becoming independent spellers, and the role of temporary spelling in the process.

Involve parents by:

- Explaining the writing program in the classroom.
- Helping parents realize that spelling is developmental and that with instruction and opportunities to experiment children grow from temporary spelling toward conventional spelling.
- Documenting children's spelling growth by showing parents their children's writing folder or portfolio. (Explain the meaning of the pieces to parents.)
- Encouraging the use of word games as a way to develop an interest in words and spelling.
- Pointing out the importance of a variety of reading experiences at home.
- Emphasizing the importance of a variety of writing experiences at home.
- Inviting parents to collect samples of children's writing at home and look for indications of growth.
- Making parents feel comfortable in visiting the classroom and volunteering during writer's workshop or other portions of the school day.



SAMPLE PARENT LETTER

Dear Parents:

Spelling is taught as we write in our classroom. Children are permitted to take risks in spelling. We call these attempts "invented" or "temporary spelling." From these attempts, we learn what students can do and what the teacher needs to teach. Young children progress through various stages of development. Enclosed is some information about children's spelling development.

It is important to remember to:

- Encourage your child to write regularly at home for a variety of reasons.
- Give your child the opportunity to share his/her writing with you.
- Let your child see you write for different reasons (e.g., lists, letters, notes, stories).
- Respond to your child's writing by telling what you like about the piece. Ask him/her to tell you more about the piece or write more.
- Write notes to your child.
- Ask questions about your child's writing. (e.g., Ask specific questions about a detail or place.)
- *Celebrate* your child's attempts at writing.(e.g., Put them on the refrigerator.)
- Provide a variety of writing tools for your child.

Please come to class to observe your child as he/she writes. The writing folders are available for you to see. I will be happy to meet with you and your child to show you the best work and to discuss your child's progress.

Sincerely,

Sample Letter to Parents of Kindergarten and First Grade Children

Dear Parents,

Learning to write and read are of utmost importance to children. We write and read all day. We want children to feel free to take risks in writing, to develop the confidence to write, to learn the value of writing, and to experience joy through writing. You may observe any of the following as your child learns to write:

- Some children will write through pictures.
- Some children will string letters together as they write.
- Some children will "chunk" consonants as a way of spelling.
- Some children will include some vowels in their spelling.
- Some children will correctly spell words they frequently use.

Some things you might do at home are:

- Read to and with you child. Talk with your child and ask questions about the book.
- Listen to your child read.
- Encourage your child to read environmental print (e.g., cereal and detergent boxes, labels on cans, toothpaste labels).
- Let your child see you write for different reasons such as messages, grocery lists, letters to family members, notes, and stories about personal experiences.
- Encourage your child to write notes to you, letters to grandparents, labels for objects at home, to-do lists, messages for the refrigerator, and stories about personal experiences.
- Write to your child – notes in his/her lunch box, messages on the refrigerator, and love notes under the pillow at night.
- Provide a variety of writing materials such as pens, markers, and crayons, and have them easily accessible in several places within the house.
- Focus on the message that your child has written rather than on his/her spelling errors.

Children learn to write by writing. In first grade we want children to learn to express themselves in writing, to become confident as writers, to enjoy the writing process, and to understand the many different purposes for writing.

You are a valuable partner in helping your child learn to write. Thank you for assisting us by encouraging your child in his/her writing.

Sincerely,

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Letter to Parents of Second and Third Grade Children

Dear Parents,

This year your child will be doing much reading and writing in school. Learning to write and read are of utmost importance to children. We write and read all day. We want children to feel free to take risks in writing, to develop confidence and fluency in writing, to learn the value of writing, and to experience joy through writing.

As children write, they may use some temporary spelling. The more they read and write the more they grow into standard spelling. We have regular mini-lessons that help children explore some common spelling patterns such as consonant blends (*thr, chr, ck*) and plurals (*-s, -es, -ies*). As children improve in spelling, they are encouraged to proofread writing for a final draft. As part of this process, children are using dictionaries and learning to pick out misspellings and developing a sense that a spelling looks right.

Some things you might do at home are:

- Read to your child often.
- Focus on what the child has written rather than on his/her errors in spelling.
- Provide fiction and non-fiction books for reading.
- Let your child write for different reasons such as messages, lists, letters, and notes.
- Encourage you child to write often.
- Encourage your child to reread his/her writing to himself/herself out loud.
- Provide a children's dictionary.
- Model and assist your child in exploring the dictionary.
- Make certain that he/she realizes that he/she can find both spellings and meanings of words in the dictionary.
- Always acknowledge your child's spelling attempts by pointing out the correct parts. Ask if he/she can change or add more.

We want children to learn to express themselves in writing, become confident to write, enjoy the writing process, produce different types of writing (stories, poems, letters, lists, recipes), and write for different reasons in their everyday lives. In order to grow in their writing, they must be given the time and opportunity to write.

You are a valuable partner in helping your child learn to write. Thank you for assisting us by encouraging your child in his/her writing.

Sincerely,

ASSESSMENT AND EVALUATION OF SPELLING GROWTH

A Research-based Model of Spelling Evaluation

Four Major Principles

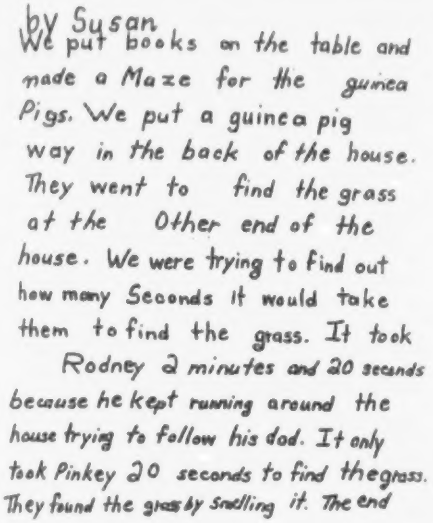
1. Spelling is evaluated on the basis of NATURAL WRITING rather than tests.
2. Spelling is evaluated ANALYTICALLY rather than as merely right or wrong.
3. Spelling is looked at in terms of children's STRATEGIES rather than in isolation.
4. The teacher evaluates spelling as an INFORMED PROFESSIONAL rather than as a mechanical test scorer.

(Wilde, 1989)

Sources of Evidence Related to Spelling Development

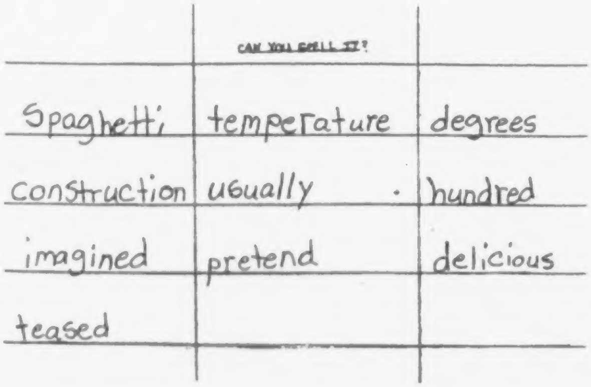
Evidence of spelling growth can be found in writing related to literature or writer's workshop. Some other examples of places to look for evidence of growth are as follows:

- Recording observations in the science learning cycle.
- Explanations of math problems.
- Learning log entries.
- Unassisted writing in journals.
- Literature response logs and reflection journals.
- Drafts of work.
- Notes and letters to peers, parents, and teachers.
- Labels.
- Captions.
- Research notes.
- Stories generated on the word processor.
- Explanations and evaluations of work in cooperative groups.
- Personal dictionaries.
- Lists of *Words I Can Spell* or *Words I'm Learning to Spell.*



by Susan

We put books on the table and made a Maze for the guinea Pigs. We put a guinea pig way in the back of the house. They went to find the grass at the Other end of the house. We were trying to find out how many Seconds it would take them to find the grass. It took Rodney 2 minutes and 20 seconds because he kept running around the house trying to follow his dad. It only took Pinkey 20 seconds to find thegrass. They found the grass by smelling it. The end



	CAN YOU SPELL IT?	
Spaghetti	temperature	degrees
construction	usually	hundred
imagined	pretend	delicious
teased		

STUDENT ASSESSMENT

Conferences

Students generally guide the focus of writing conferences. The teacher listens to the child helping him/her reflect upon content, audience, clarity, and accuracy. The conference is an excellent setting for learning the spelling strategies students use and need to know. For example, Amanda, a first grader, asks, "How do I spell *special*?"

The teacher responds, "How would you spell this word if I were not here to help you?"

Amanda replies, "I would think of the sounds that I hear when I say *special*. I would ask a friend how to spell it. I would try to write it and look it up when I finish writing."

This conversation lets the teacher know strategies Amanda uses.

- She understands sound/symbol relationships.
- She knows that other resources are available in the classroom.
- She recognizes misspellings and knows where she may find correct spellings.

The teacher might look at Amanda's spelling attempt, *"spshul,"* and focus on the middle of the word asking about the need for a vowel. In this scenario, the teacher has learned the strategies in Amanda's command and suggested another to add to her repertoire. In this conference the student has had an opportunity to:

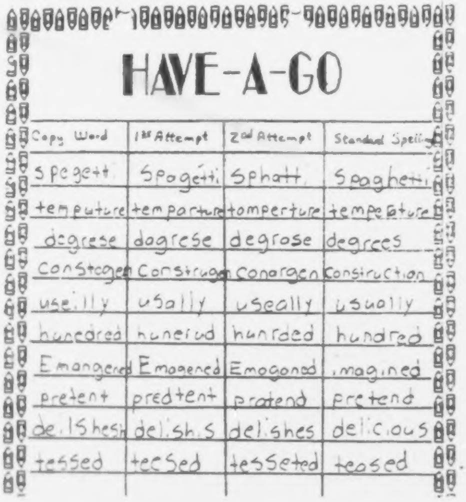
- Share strategies used.
- Develop spelling consciousness.
- Develop the habit of proofreading.
- Learn new strategies.
- Assume responsibility for growth toward conventional spelling as a courtesy to the reader.

Writing Conference Record

Date: 4/10 Title: Amanda

Focus: editing narrative

Comments: articulated strategies used to spell special
. think of the sounds
. ask a friend
. write it out and check it later
*recognized misspelling
*Proofread paper
* able to spell word with assistance on second attempt



HAVE-A-GO

Copy Word	1st Attempt	2nd Attempt	Standard Spelling
spegett	Spogetti	Sphatt	Spaghetti
temputure	tempartur	tompertur	temperature
degrese	dogrese	degrose	degrees
Constogen	Construgn	Conorgen	Construction
useilly	usally	useally	usually
hunedred	hunerud	hunrded	hundred
Emangened	Emogened	Emogonod	imagined
pretent	predtent	protend	pretend
delishesh	delishis	delishes	delicious
tessed	tecsed	tesseted	teased

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How to Observe Spelling Strategies

- As children write, you can observe the varied processes as they explore the English spelling system.
- Take notes to help you keep track of the strategies common in your classroom. This also enables you to monitor progress.
- Ask children about the strategies they are using. Some sample questions include:

1. What do you do when you think you don't know how to spell a word?
2. Who would you ask for help with spelling? Why?
3. How do you look for a word in the dictionary?
4. Where else could you find a spelling? How would you know where to look?
5. How do you know if a spelling is right?
6. What makes you decide to change a spelling?
7. What does it mean to say you know how to spell a word?

(Wilde, 1989)

Name ______________________ Date ______________________

Things I Do to Help Me Spell

When I write. . .

I write the sounds I hear.
I write what I think the word looks like.
I circle words that don't look right.
I check the room to see if I can find the word.
I look for the word in a book.
I think about the word parts.
I think of words I know how to spell like the word.
I remember the spelling rules I know.

When I edit. . .

I spell the word more than one time and pick the one that looks right.
I check the dictionary.
I ask someone.
I write the word in my spelling personal dictionary/list.

Other ways I spell:

____

____

____

(Midgett, 1995)

SPELLING:
DOCUMENTING GROWTH AND DEVELOPMENT

1. Collect samples of the student's writing over a specified period of time.
2. Count the total number of words in each sample.
3. Count the number of different words in each sample. For example, if the word *cat* appears in a piece 8 times it will be counted only once.
4. Of the total number of different words, count the number of those words spelled conventionally.
5. Of the total number of different words, count the number of those words where the child constructed a temporary spelling.
6. Divide the number of words spelled conventionally (step 4) by the total number of different words (step 3) to determine the "index of control" (see **NC First and Second Grade Assessments for Communication Skills, Reading Strategies**).

This "index of control" gives you a numerical measure of the writer's control over the spellings of words he/she *chooses* to use in his/her own writing when given the opportunity to write in his/her own voice.

You may find it helpful to develop a record sheet for documenting:

1. Growth in the total number of words used in a writing sample.
2. Growth in the number of different words used in the sample as an indication of increased written verbal fluency.
3. Growth in the writer's "index of control" over spelling.
4. The writer's continuing focus on communication of meaning and his/her sensitivity to word choice to express himself/herself as he/she might in an oral rendition. This growth can be documented as you see increases in the number of different words accompanied by a steady index of control.

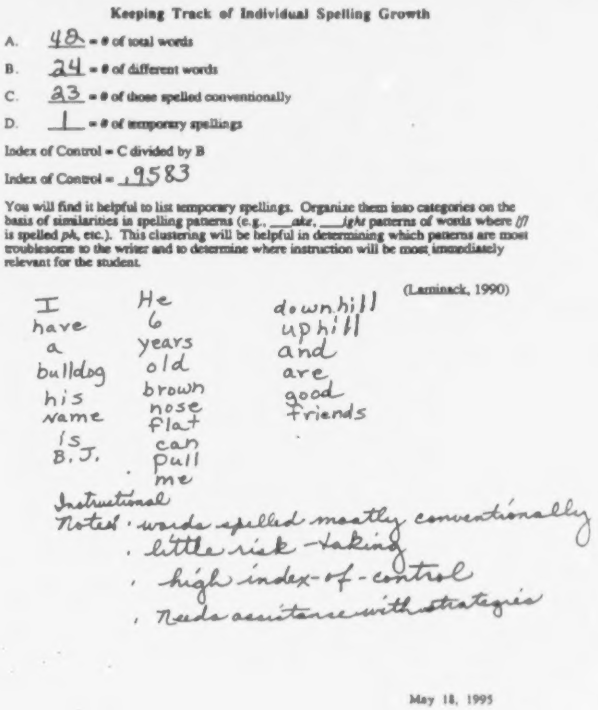
(Laminack, 1990)

Over time you may notice that the writer shows increases in the total number of words and the number of different words and maintains or increases the index of control. In this case you would note that the writer shows development as a speller in that the total number of words spelled conventionally is increasing. This pattern indicates that the writer is concerned with the expression of ideas through his/her own voice and is willing to continue taking risks with unknown spellings while gaining control over an increasing number of words used frequently in his writing.

If you should notice that the writer shows no steady increase in the number of words and no steady increase in the number of different words paired with an increasing index of control, your conclusions should be quite different. This scenario may indicate that the writer has shifted his/her emphasis from expression of ideas and word choice to "using words I can spell." This focus may result in "better" spelling in the individual's written voice, restricted word choices, less elaboration on detail, and remove the powerful opportunities for the teacher to note the speller's strategies, strengths, and areas of need.

You will find it helpful to list those words spelled "creatively." Organize them into categories on the basis of similarities in spelling patterns (e.g., ___*ake*, ___*ight*, patterns of words where /f/ is spelled *ph*, etc.). This clustering will be helpful in determining which patterns are most troublesome to the writer and to determine where instruction will be most immediately relevant for the student.

(Laminack, 1990)



Keeping Track of Individual Spelling Growth

A. 48 = # of total words

B. 24 = # of different words

C. 23 = # of those spelled conventionally

D. 1 = # of temporary spellings

Index of Control = C divided by B

Index of Control = .9583

You will find it helpful to list temporary spellings. Organize them into categories on the basis of similarities in spelling patterns (e.g., ___*ake*, ___*ight* patterns of words where /f/ is spelled *ph*, etc.). This clustering will be helpful in determining which patterns are most troublesome to the writer and to determine where instruction will be most immediately relevant for the student.

(Laminack, 1990)

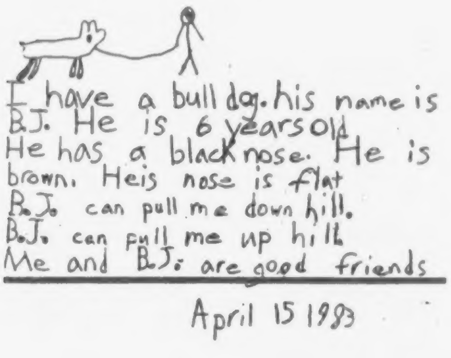
I
have
a
bulldog
his
name
is
B.J.

He
6
years
old
brown
nose
flat
can
pull
me

downhill
uphill
and
are
good
friends

Instructional Notes
- words spelled mostly conventionally
- little risk-taking
- high index-of-control
- Needs assistance with strategies

May 18, 1995



I have a bull dog. his name is
B.J. He is 6 yearsold
He has a black nose. He is
brown. Heis nose is flat
B.J. can pull me down hill.
B.J. can pull me up hill
Me and B.J. are good friends

April 15 1983

Keeping Track of Individual Spelling Growth

A. _____ = # of total words

B. _____ = # of different words

C. _____ = # of those spelled conventionally

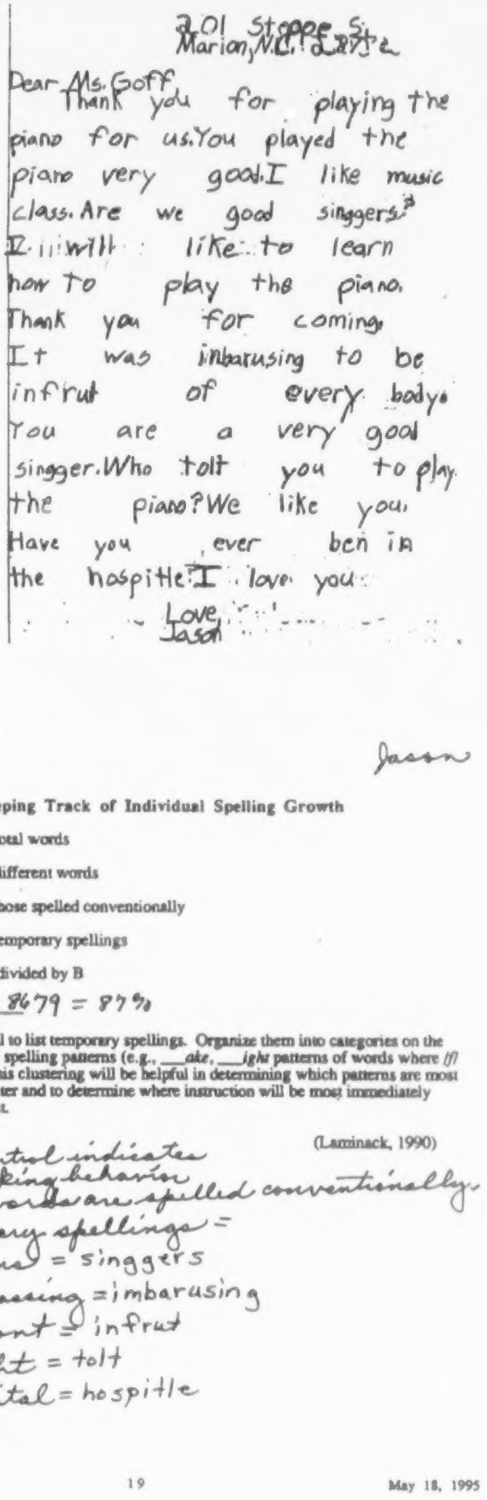
D. _____ = # of temporary spellings

Index of Control = C divided by B

Index of Control = _____

You will find it helpful to list temporary spellings. Organize them into categories on the basis of similarities in spelling patterns (e.g., ___*ake*, ___*ight*, patterns of words where /f/ is spelled *ph*, etc.). This clustering will be helpful in determining which patterns are most troublesome to the writer and to determine where instruction will be most immediately relevant for the student.

(Laminack, 1990)



201 Stoppe St.
Marion, N.C. 28752

Dear Ms. Goff,
Thank you for playing the piano for us. You played the piano very good. I like music class. Are we good singgers? I will like to learn how to play the piano. Thank you for coming. It was inbarusing to be infrut of every body. You are a very good singger. Who tolt you to play the piano? We like you. Have you ever ben in the hospitle? I love you.

Love,
Jason

Jason

Keeping Track of Individual Spelling Growth

A. 82 = # of total words

B. 53 = # of different words

C. 46 = # of those spelled conventionally

D. 7 = # of temporary spellings

Index of Control = C divided by B

Index of Control = .8679 = 87%

You will find it helpful to list temporary spellings. Organize them into categories on the basis of similarities in spelling patterns (e.g., ___*ake*, ___*ight* patterns of words where /f/ is spelled *ph*, etc.). This clustering will be helpful in determining which patterns are most troublesome to the writer and to determine where instruction will be most immediately relevant for the student.

Notes:

(Laminack, 1990)

- Index of Control indicates risk-Taking behavior
- Most of words are spelled conventionally.
- Temporary spellings =
  - singers = singgers
  - embarassing = imbarusing
  - in front = infrut
  - taught = tolt
  - hospital = hospitle

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May 18, 1995

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Student Spelling Checklist

Name ________________________________ Date ______________________

I am learning to be a good speller.

- _____ I want to spell words like the dictionary.
- _____ I reread all writing I want to publish.
  - _____ I check each word carefully.
  - _____ I look up words that don't look right.
  - _____ I look up words that I am not sure about.

Ways I check my spelling.

- _____ Sometimes I ask a friend to check my writing.
- _____ Sometimes I use a dictionary to check my spelling.
- _____ Sometimes I look at class charts to check my spelling.
- _____ Sometimes I remember how words are spelled when I read books or stories.
- _____ Sometimes I see patterns among words (*-tion*, *-ight*, . . .).

- _____ **Other things I do are:**
  - _____ Look at a new word and say it quietly to myself.
  - _____ Cover the word and try to spell it in my mind.
  - _____ Write it from memory.
  - _____ Check the spelling.
  - _____ If the word is wrong, I try again.

Student Spelling Checklist

Name ______________________________ Date ______________________

Am I becoming a good speller?

_____ I write every day.

_____ I read every day.

_____ I try to use new words in my writing.

_____ I spell some words correctly.

_____ I am learning how to spell some new words.

_____ I reread all my writing.

_____ I check my spelling by using many different resources.

_____ I want to learn new words.

_____ I know everybody has to check the spelling of some words.

Assessment of Spelling Program within a Balanced Writing Program

Teacher Self-Assessment Checklist

Monitoring and assessing students' progress in spelling is important to both teacher and student. The teacher will monitor and assess strategies the students consistently use and new strategies students are beginning to use. Based on this information, the teacher will plan for instruction and document progress to report to students, parents, and administrators.

In order to monitor and assess spelling the teacher needs to:

- Know stages of spelling development.
- Know strategies and processes students use.
- Understand the recursive nature of the writing process.
- Observe strategies students use as they write.
- Observe students' growth in independence in spelling in their writing.
- Talk with students about what they do when they do not know how to spell a word.
- Document each student's progress through the following:
    -Use of modified miscue for spelling.
    -Analysis of checklist for student reflection.
    -Analysis of questionnaire about spelling strategies.
    -Maintainence of folder of student writing samples.
    -Record of information gathered about spelling.
    -Provision of format for recording spelling development.
    -Evidence of student learning throughout the curriculum in real-life situations.
- Save samples reflecting student development in various stages.
- Provide many varied opportunities for students to write and read.
- Provide opportunities for students to revisit drafts.
- Provide opportunities for students to reflect on their own work.
- Involve and inform parents.

Teacher Self-Assessment
Learning Conditions for Spelling

_____ I surround my students with print used for real purposes.

_____ My students know I value reading and writing.

_____ My students see me read many times daily.

_____ My students see me write many times daily.

_____ I model spelling attempts for my students.

_____ I use dictionaries and other sources to check my spelling attempts.

_____ I expect that my students will write.

_____ I expect my students to develop spelling strategies.

_____ I value my students' attempts at spelling.

_____ I appreciate what my students can already do.

_____ I am interested in content as well as spelling.

_____ I accept temporary spellings unless we are editing.

_____ I model spelling strategies for my students.

_____ I encourage spelling approximations.

_____ I assist my students.

_____ My students choose the words they want to learn to spell.

_____ My students want to write.

_____ My students believe they can write.

_____ I provide the tools for writing.

_____ I provide a place for writing.

_____ I provide time for writing.

_____ My students write for real purposes and audiences providing reasons to learn to spell.

Words For A Home-Made Dictionary

a
about
after
again
all
along
also
always
am
an
and
another
any
are
around
as
asked
at
away

be
beautiful
because
bed
been
before
best
better
big
book
boy
boys
brother
but
by

call
came
can
car
children
Christmas
city
cold
come
comes
coming
could
country

day
days
dear
did
didn't
do
dog
don't
door
down

each
eat
enough
ever
every

father
few
find
fire
first
five
for
found
four
friend
from
fun

gave
get
getting
girl
girls
give
go
going
good
got
great

had
hard
happy

has
have
he
heard
help
her
here
him
his
home
hope
house
how

I
if
in
into
is
it

just

keep
kind
know

large
last
left
let
letter
like
little
live
lived
look
looked

made
make
man
many

may
me
men
money
more
morning
most
mother
much
must
my

name
never
new
next
nice
night
no
not
now

of
off
old
on
once
one
only
or
other
our
out
over

people
place
play
pretty
put

ran
read
ready
right
room

said
saw
say
school
see
she
should
side
small
snow
so
some
something
soon
started
stay
still
summer
sure

take
teacher
tell
than
that
the
their
them
then
there
these
they
thing
things
think
this
thought
three
through
time
to
today
told
too
took
town
tree

until
up
us
use
used

very

want
wanted
was
water
way
we
week
well
went
were
what
when
where
which
while
white
who
will
winter
with
work
would
write

year
years
you
your

MANAGING THE WRITING CLASSROOM

MANAGING THE WRITING CLASSROOM

Management issues for the writing process must address opportunities for students to see writing modeled, to write collaboratively, and to write independently. Writing is a natural part of the school day. Writing is taught and used as a tool for learning, expressing ideas, and reflecting. Opportunities for immersions and demonstrations in writing occur naturally as students pursue topics of interest or engage in curricula exploration. Students recognize the need for and value of writing as they engage in these inquiry tasks firsthand.

The teacher's responsibility is to provide time and instruction in all aspects of the writing process. Teachers support students' development as independent writers. The following instructional framework will serve as a guide for implementing the **North Carolina Standard Course of Study**.

IMPLEMENTING THE STANDARD COURSE OF STUDY: A BALANCED ENGLISH LANGUAGE ARTS PROGRAM

Children are learning to read and write and are practicing their reading and writing all day long every day. Reading and writing cannot be separated from real life. In a balanced program children have real reasons to read and write from their own experiences, their own interests, and as part of content area studies. They are immersed in language in both print and oral form and see repeated demonstrations throughout the day. There are also opportunities and the need to read and write independently and as part of a group. The day is divided into large blocks of time with reading and writing instruction related and integrated into content area themes studies.

The major components of a balanced program are:

- **Inquiry activities and projects**

Children participate in first-hand inquiry experiences and projects based on their interests and needs. They pursue research topics of importance and interest to them. They record the results of their experiences and projects in their learning logs and on charts and discuss them with others. In this way, reading, writing, speaking, listening, and viewing are a natural part of content area studies. Major concepts in the content areas are taught through inquiry, research, and reading and writing related to the theme.

- **Shared reading and writing activities**

Shared reading and writing experiences in which all students can participate regardless of their proficiency level are a regular part of the classroom routine. Instruction focuses on meaning and enjoyment, but specific skills and strategies are pulled out for emphasis as needed. Shared reading includes choral reading, drama, puppets, paired reading, listening to a tape, and reading with a volunteer.

Shared writing occurs when teachers and students compose together with decisions being determined jointly by the teacher and students. The teacher acts as scribe and expert thus enabling students to focus on the composing process without the additional burden of transcribing. The teacher involves students in the process as he/she asks questions that encourage close examination of texts, words, and options open to authors. The teacher helps students see possibilities that they might not see on their own. The composed text can be revisited for shared reading and independent reading.

The helping circle and peer editing permit shared reading and writing as part of the reading/writing workshop.

- **Independent reading**

Students develop fluency through practicing their reading strategies on materials that are meaningful to them. Students need time every day to read self-selected reading materials. The key ingredients for successful independent reading are time both at school and at home, a variety of materials, self-selection, and opportunities to share or talk about what they have read.

- **Independent writing**

Personal or independent writing gives students the needed opportunity to write without teacher intervention or evaluation. It enables students to build fluency in their writing as well as establishing the habit and desire to write. Choice in both form and topic is a key ingredient. Personal writing enables students to explore meaning, develop critical thinking, and use writing as a self-selected activity. Personal or independent writing may take many forms: journal writing, response log entries, free writing, stories, poems, letters, notes and so forth. A writing resource area where writing materials are readily available at all times makes writing inviting and easier for students.

- **Participation in read-aloud sessions**

Reading aloud to children enables them to benefit from hearing the more sophisticated language of books in many ways. It allows them to enjoy and appreciate a story that may be too difficult for them to read themselves. It stimulates their imagination and immerses students in quality literature and nonfiction. It provides them with good models of different types of writing. By noting what authors do in the writing process, students are able to make similar choices for themselves in their own writing.

- **Structured small group discussion of books and stories**

A structured time is set aside to discuss a book or books read together or independently by a small group of children. This discussion helps develop a richer understanding of text through interaction between the teacher, students, and the text. It provides the setting for in depth study as students read and respond to a book or books. The teacher is a participant in the group as students learn to analyze, synthesize, explain, give examples, provide evidence for their opinions, and to make inferences–all of which require critical thinking.

Grouping is flexible. Children are not assigned to one group for an extended period of time. Groups are formed according to need, interest, or a particular task such as author or genre study. When the objective has been met or the task accomplished, the groups disband and new groups are formed. In this way student needs and interests are addressed.

Students may respond in a journal, do further reading or research, make models, illustrate the story, retell the story, present the selection through drama or follow-up in another way. These extension and application activities should be student selected, have a specific purpose, and be meaningful for students. It is crucial that application and extension activities extend student competence and comprehension and enable students to make connections with real life. Applications and extensions include natural integration with other content areas.

- **Strategy lessons**

The teacher models strategies students use in their reading and writing to individuals and small groups as they are **needed**. Strategy instruction typically occurs during conferences and through mini-lessons. The teacher may also ask the child to articulate the strategies he/she used in writing a text or bring a strategy the child has been using to his/her attention.

- **Involvement of parents**

Parents function in the classroom as volunteers and may assist by reading to students and by helping publish a newsletter or student writing, by taking dictation, or by guiding research projects. They may jointly establish goals for growth with their child and the teacher, participate in conferences, encourage their child's writing, observe evidence of their child's writing growth, and collect artifacts that document writing growth.

- **Continuous assessment**

Parents, students, and teachers may participate in assessment of writing growth. By continually assessing, the teacher can obtain valuable information that will assist in planning for instruction, documenting student growth, and provide information of interest to parents and administrators. The teacher can involve the student in self-reflection during conferencing and will assess and teach at the same time when conferencing with students.

WRITING WORKSHOP

The writing workshop is a classroom structure used to provide time and opportunity for students to write both independently and with the assistance of peers and the teacher as needed. Key ingredients of the writing workshop are student choice in what and how to write, time to write, the writing process, conferencing with peers and the teacher, and opportunities for sharing and response.

The parts of the writing process are as follows:

1. Mini-lesson (approximately 10-15 minutes)
    - Direct instruction by the teacher
    - Use of good children's literature
    - Whole group instruction
2. Workshop-Writing and Conferencing (approximately 30-40 minutes)
    - Status-of-the-class assessment
    - Student writing
    - Students conferencing with other students
    - Students conferencing with the teacher individually
    - Roving and longer conferences
3. Author's Chair-Classroom Sharing Session (approximately 10-15 minutes)

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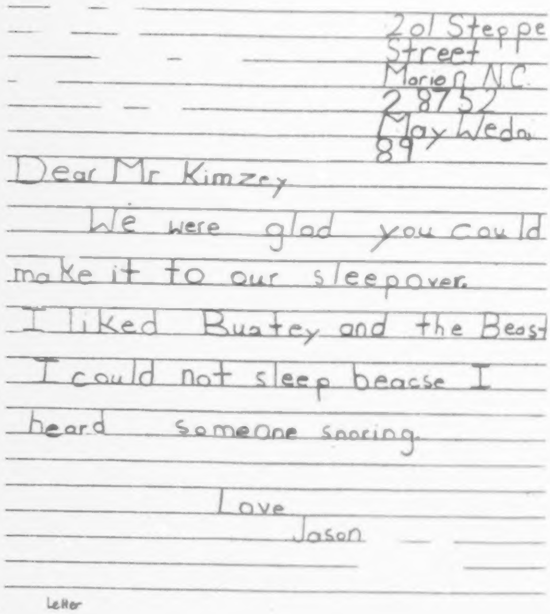


201 Steppe
Street
Marion N.C.
28752
May Wed.
89

Dear Mr Kimzey

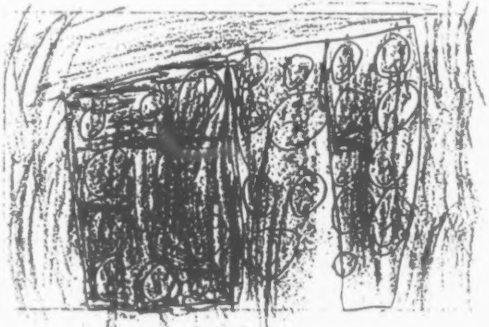
We were glad you could make it to our sleepover. I liked Buatey and the Beast I could not sleep beacse I heard someone snoring.

Love
Jason

Letter

Edited

Katie



School
27 children
fun exciting great
laying Writing Reading Drawing
School has very neat stuff!

Implementing The Writing Workshop

I. Mini-lesson—Modeling and Demonstrations

(approximately 5-15 minutes)

A mini-lesson is the brief meeting that begins the writing workshop where the whole class focuses on a need, strategy, or issue that will enhance or extend students' writing. The focus of the mini-lesson may derive from the teacher's observation and assessment of what students need. It is a time for the teacher's direct instruction through demonstration. It is a place to build on where the students are.

A mini-lesson is a way of modeling the procedures to be followed in the writing workshop, the writing process, prewriting strategies, thinking skills, revising strategies, and editing strategies.

Mini-lessons may involve the teacher sharing a piece of literature as a springboard for writing, to give a sense of the author's style and purpose, to serve as a pattern for students' writing, to enhance students' vocabulary, and to further develop students' sense of beginning, middle, and end in a story. Mini-lessons can also be used to demonstrate figurative language, the functions of print and good examples of leads, dialogue, or other features of text. These demonstrations also include grammar and mechanics.

A sample mini-lesson might include teaching left-to-right progression, the spacing of words, spelling strategies, drawing a picture before writing, adding on as revision, brainstorming, or webbing.

Talking about good writing is often not as powerful as immersing oneself in it. Some of the most successful mini-lessons center on reading and celebrating good literature. (Calkins, 1994)

Grade 3
H. Jones

Mini-Lesson Record

Date	Topic	Comments
8/27/95	Conferencing for revision	Modeled with a student
		reading work aloud
8/29/95	Revision	Focused on questions to add details
		to a piece of writing
8/30/95	plurals s, es, ies	Worked with five students using
	(Donna, Kay, LaKeisha, Douglas, Ben)	plural patterns frequently in writing
9/2/95	ed endings on words CVC CVCe ied	whole class
9/3/95	editing for spelling	whole class

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II. Workshop—Writing and Conferencing (approximately 30-40 minutes)

The writing workshop is the time when students are making the connection between what they have learned about writing and their own experiences. This is the time that students are making their own choices for writing, are venturing to take risks in their own writing, and planning their own destination for their writing journey. They are actively engaged in the writing process through listening, self-assessment, visualizing, responding, rereading, drafting, revising, editing, and publishing. The students take charge of their own writing and the teacher acts as a facilitator. The teacher begins this time by doing a quick status-of-the-class by observing and assessing students as they work.

Students are engaged in various stages of the writing process. They may be talking with other students about topics for writing, may be sharing a piece of writing with another student or a small group, may be rereading or revising their own work, editing, or publishing. Every child will not be writing on the same topic and will not be at the same stage of the process. Students may not go through all stages of the writing process with each piece of writing. A variety of materials are available for students to use and they make the choice about the type of paper and other materials to use.

Students will be conferencing with other students individually or in small groups. The teacher will be conferencing with individual students and small groups as well.

The goal of the conference is to foster self-learning by the child. The conference allows the child to react to his or her own writing in order that he or she may diagnose possible problems and make an attempt to solve them. The conference is a time to take advantage of teachable moments. The teacher will focus on what students are able to do. Students need feedback on what they are able to do so that their next learning step makes sense to them. Individual conferences may provide feedback on what students have corrected for themselves.

Purposes of Conferences

Conferences should be a natural part of the writing workshop and should help students' writing and their confidence in their writing. Students should expect to talk things over with others before, during, and after writing.

Purposes for conferences are as follows:

- develop trust.
- provide interested and sympathetic listeners.
- solve problems and clarify thoughts.
- focus on process and meaning.
- stimulate ideas.
- model questions writers learn to ask themselves.
- focus on what writers are learning to do.
- assist writers with editing and proofreading.
- discuss options and details for publication.
- set deadlines.

(adapted from ***Dancing with the Pen***, p.104)

Conference reminders:
1. Listen to the child.
2. Respond to the content first.
3. Follow, not lead.
4. Focus on one or two teaching points.
5. Keep it short.
6. Leave the ownership of the piece with the child.

In order to help students learn to peer conference effectively, the teacher models effective listening, facilitating a conference, responding to others' writing, and asking honest questions.

The helping circle is a helpful variation of the group conference. For further information see pages 32-33.

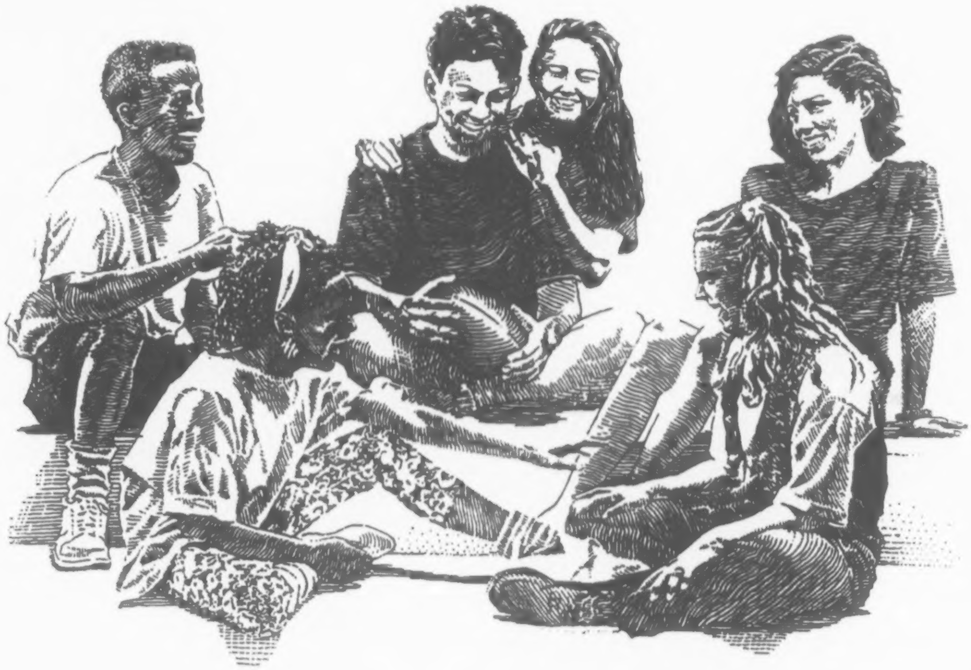
Conference reminders:
1. Listen to the child.
2. Respond to the content first.
3. Follow, not lead.
4. Focus on one or two teaching points.
5. Keep it short.
6. Leave the ownership of the piece with the child.

III. Author's Chair—Classroom Sharing Session (approximately 10-15 minutes)

The writing workshop ends with the entire class gathering together to share and respond to students' work. Students need opportunities to share their writing throughout the whole day every day. The author's chair is a period of time during which individual students share their writing with others and receive positive feedback from their peers. When students are asked to share their work with others, it shows them that they are valued as authors. Also, it contributes to their sense of belonging to a community of readers and writers.

As children prepare to share their writing with their peers, they change roles from writer to reader. They are interested in positive feedback and also in hearing how their own writing sounds and hearing their own voices. The author's chair is a time for celebrating students as authors at all stages of the writing process. Students learn from each other as new invitations and demonstrations are offered. In this way, students continue to grow and be challenged as authors.

When the teacher sits in the author's chair and shares his/her own writing, he/she serves as a powerful model of a literate adult who values reading and writing. It is crucial that students see adults modeling real world examples of the importance of reading and writing. In this way, students learn what we value and relate their experiences to our own.



Mini-Lesson Record

Date	Topic	Comments

Words

Date	I am learning to spell	Date	I can spell

Strategies/Skills

Date	I am learning	Date	I know

Status of the Class Chart

Keeping track of 25 or more students individually and collectively day by day in the classroom is difficult but a reality. The status-of-the-class form is a quick way to keep a check on what students are doing and provides a record for further reference. A chart with students' names listed along the left margin and the days of the week across the top makes it possible to see at a glance what each student is doing. At the beginning of the writing workshop, the teacher will check with each student to see what he or she plans to do for the period. Then with an abbreviated note-taking system the teacher can record what students will be doing and the name and type of writing each child is doing. Students who need to conference with the teacher or a peer and the type of conference will also be indicated. The status-of-the-class helps the teacher note which students need nudging to move along with their writing also.

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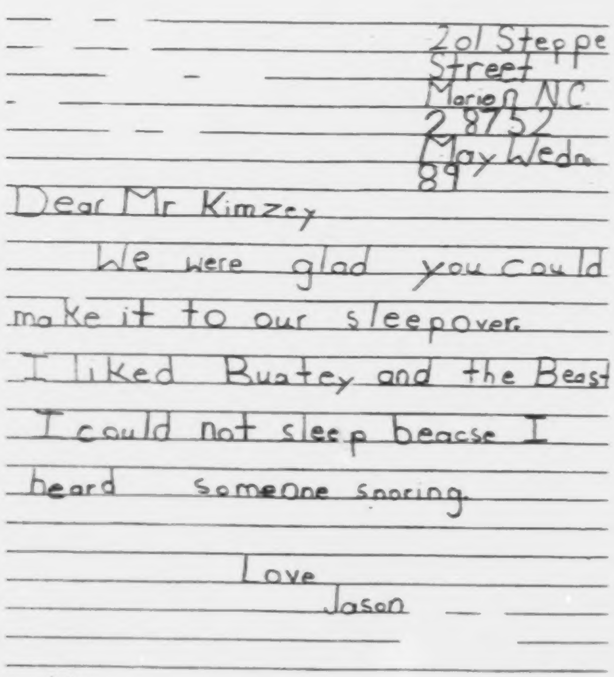


201 Steppe
Street
Marion NC
28752
May Wed.
89

Dear Mr Kimzey

We were glad you could make it to our sleepover. I liked Buatey and the Beast I could not sleep beacse I heard someone snoring.

Love
Jason

Letter

Katie Edited

School
27 Children
fun exciting great
laving Writing Reading Drawing
School has very neat Stuff!

Status of the Class

Week of ____

Student Name	Monday	Tuesday	Wednesday	Thursday	Friday

1. Planning
2. Drafting
3. Revising
4. Editing
5. Publishing
6. Reading
7. Preparing for Sharing
8. Reading Conference
9. Writing Conference
10. Choosing Book(s)
11.
12.

Comments:

101

Writing Folders

Writing folders provide structure that supports students in their writing and in managing pieces of writing over time. Students keep current and past drafts of their writing in individual writing folders.

Writing folders can serve as:

- a place for students to keep pieces of writing over time.
- a storage place for current drafts and projects.
- a source for ideas for writing.
- a cumulative record of pieces written.
- a record of pieces published.
- a record of spelling, writing strategies, and mechanics skills learned.
- an editing guide.
- a planning tool for conferences and mini-lessons.

Each student will need two manila folders for their work. One folder will be used for current pieces and another will be used to store completed pieces throughout the year. These folders can be placed in boxes for easy access for students and are returned to the box when students complete their writing for the day. Each piece of writing will be stamped with the date and placed in the working folder. For students who write multiple drafts of a piece, each draft will be dated and the newest draft clipped/stapled to the other drafts from oldest to newest. By keeping writing in working folders, students have the opportunity to return to earlier drafts to complete them or revisit them. They can also be used to plan for conferences and mini-lessons. The writer, the teacher, and the writer's parents may examine the folder.

The folder may contain the following :

1. **Topics I Have Written About:** On the front of the folder, the child (or teacher) lists titles of books, posters, letters, information reports, or other pieces that the child has completed/published with the date. This section of the writing folder is a place to celebrate student writing accomplishments. It can also be used to evaluate student progress and to be certain that students are experiencing a variety of writing forms.
2. **Things I Might Write About:** On the inside left of the folder the child (or teacher) lists possible writing topics. Not all of these will be written about. This section can help the teacher know if the child needs help in finding topics. As personal experience, teacher modeling, reading, or class study stimulates ideas, the student or teacher adds to the list. As pieces are written, they are checked on the list. An additional category to help students generate ideas might be **Subjects I Know About.**
3. **Words I Am Learning To Spell/Words I Know:** On the inside right cover, the student (with teacher support) or the teacher can keep a list of words that the child is currently close to knowing and familiar patterns that will be useful to the student. These three to five words can become a focus for a conference with attention paid to how the words look, the parts the student knows, and ways to help the student learn the words. The words can become a focus for study and for attention in

editing a piece of writing. These words are expected to be spelled correctly in edited work from the time they are added to the list. When the words are used consistently in conventional form in the child's writing, then they can be moved to the **Words I Know** column. Then a new group of words are selected from the child's writing to serve as a focus for study and editing. This process helps students move toward standard spelling and assists students in their writing.

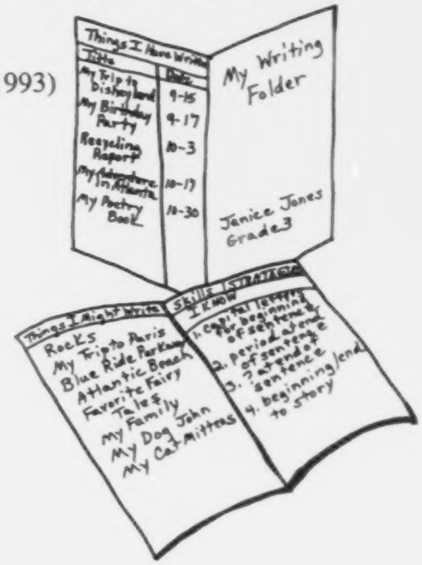
4. Skills and Strategies I Am Learning/Skills and Strategies I Know: When conferencing with a child, the teacher will first of all respond to the piece of writing as a listener and then focus on strategies the child used in writing the piece. Then he/she will ask questions and guide the child in making decisions about revisions or editing depending on the purpose of the conference. After acting as the final editor, the teacher will identify writing strategies and skills the child is using well and one or two that will assist the child in writing his/her next piece. On the back cover of the folder, the teacher notes the skills that the child has demonstrated in writing and the one or two skills/strategies for study. These skills and strategies will be useful guides as the student edits and will be used correctly in published pieces. Skills and strategies noted should be consistent with the **Benchmarks of Proficiency in Writing** listed in **Appendix C** of the **English Language Arts/ Communication Skills Curriculum.** *For younger students, notes about strategies and skills are made and dated from the unassisted (draft) writings prior to publication.*

5. Other: Additional items included in the writing folder may be pictures from magazines and newspapers and photographs for writing ideas or reference aids such as editing checklists or high-frequency word lists.

On a regular basis, pieces abandoned or completed pieces of writing are taken from the working folder and placed in the writing folder for the year or into the child's portfolio. No writing piece is discarded. Writing folders are also useful for student self-reflection.

Kindergarten children will want to adapt the use of writing folders for their classrooms. They may want to introduce writing folders as individual children express the desire to work on a story for more than one day. Other teachers may ask children just to file their pieces of writing in hanging folders. A useful reference for kindergarten teachers is **Joyful Learning: A Whole Language Kindergarten** by Bobbi Fisher.

(Mason, 1991; Harste, Watson, and Burke, 1988; and Crafton, 1993)


Things I Have Written
Title
Date
My Trip to Disneyland
9-15
My Birthday Party
9-17
Recycling Report
10-3
My Adventure in Atlanta
10-17
My Poetry Book
10-30
My Writing Folder
Janice Jones
Grade 3
Things I Might Write
Rocks
My Trip to Paris
Blue Ride Parkway
Atlantic Beach
Favorite Fairy Tales
My Family
My Dog John
My Cat Mittens
Skills I Strategies I Know
1. capital letters for beginning of sentence
2. period at end of sentence
3. ? at end of sentence
4. beginning/end to story

Topics I Have Written About

Date	Topic	Comments

Topics I Might Write About

Date	Topic	Comments

Reading/Writing Strategies List

Name ____

Teacher ______________________________ Grade ____________

Date	Things that I can do as a reader and a writer

Organization for Writing

Daily Writing

The writing process requires time, time for children to draw, draft, revise, edit and publish. In the beginning a block of time needs to be scheduled daily so that children can anticipate what they will do from day to day. Later, writing needs to be integrated into the curriculum.

Suggested time:

Kindergarten:	10-15 minutes (integrated into centers)
Grades 1-2-3	30-45 minutes
Grades 4-5-6	45-60 minutes

Clear Structure

- Mini-lesson (5 minutes)
- Drafting/Revising/Conferencing/Editing/Publishing
- Whole class sharing – two or three works in progress (10 minutes)

Simple Rules

- Who to work with
- Where to work
- Use of folders

Variety of Paper

- Various sizes
- Various types of rules
- Booklets for drafts

Folders

- Work in progress (3 or 4 pieces)
- Cumulative work
    - dated to show progress
    - drafts stapled

Tools for Revision

- Scissors
- Tape
- Colored markers and pencils
- Stapler
- Staple remover

Editing Aids

- Checklists
- Dictionaries
- Colored pens
- Rules for editing

Publishing Materials

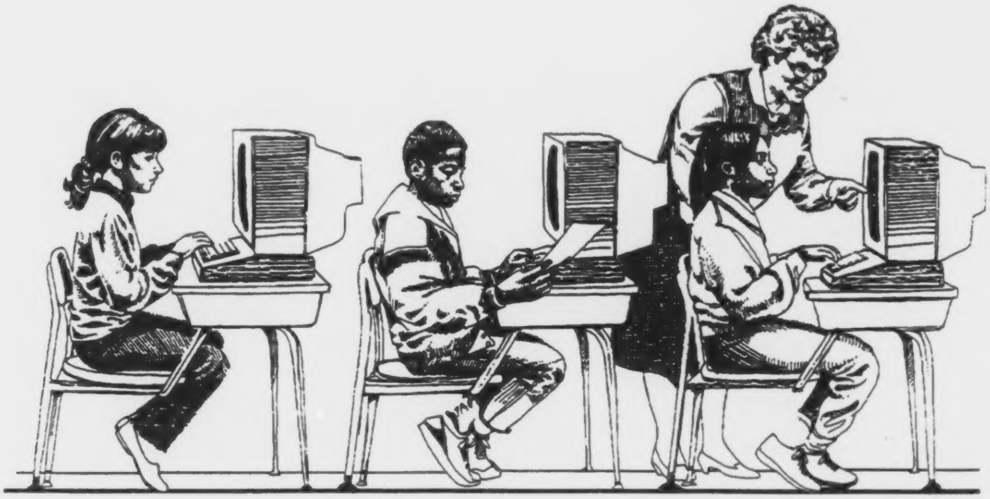
- Bookbinding materials
- Letter-writing materials
- Poster materials

(From Graves, 1983)

Scheduling Writing

Teachers schedule writing instruction in a variety of ways. The factors to be considered when allotting time for writing are:

- The age and characteristics of students,
- Elements of a balanced program and special classes, and
- Established routines within the school day.



Sample Schedule

7:50 - 8:10	Welcome children individually (*Guidance, Comm. Skills, Social Studies*) or in small groups as they enter room.
8:10 - 8:30	Conversations (*Guidance, Comm. Skills, Social Studies, Math, Art, Science*). Choice of center activities and other individual or small group activities.
8:30 - 8:50	Group Time (*Comm. Skills, Math, Science, Social Studies, Guidance*) - calendar, weather, sharing, scheduling of activities.
8:50 - 10:20 Supervised by assistant	Centers and Projects (*Comm. Skills, Math, Science, Social Studies, Arts*) • independent reading • writing • math games • science activities • social studies activities • art activities Reading with teacher (20 minutes) (3 groups) Math with teacher (15 minutes) (2 groups)
10:20 - 10:30	Clean Up (*Health and Safety, Guidance, Social Studies, Comm Skills*)
10:30 - 11:00	Group time (*Arts, Comm. Skills*) • music, finger plays, mime, poetry
11:00 11:30	LUNCH (11:00 and 12:00 Teacher and assistant take 30 minutes each for lunch)
11:30 - 11:50	Rest (*Health and Safety, Arts, Comm. Skills, Social Studies*) • books, soft music (Some 6- and 7-year-olds will sleep.)
11:50 - 12:00	Storytime (*Communication Skills*)
12:00 - 12:30	Centers and Projects (*Comm. Skills, Math, Science, Social Studies, Arts*) • math activities • arts • science activities • social studies activities • reading literature • writing • Reading w/ assistant (15 min.) (2 groups)
12:30 - 1:00	P. E. (*Physical Education*)
*1:00 - 2:30	Centers and Projects (*Arts, Science, Social Studies, Comm. Skills, Math*) • arts • math activities • science activities • social studies projects • reading literature • writing Reading with assistant (15 minutes) (1 group) Math with assistant (15 minutes) (2 groups)
2:30 - 2:40	Clean Up (*Social Studies, Health and Safety, Guidance, Comm Skills*)
2:40 - 3:00	Group Time (*Social Studies, Comm. Skills, Guidance, Science, Math, Arts*) • sharing of day's activities • evaluation of day • plans for next day
3:00	End of day

*Library - twice per week for 30 minutes
- open schedule for individual assistance

Norma A. Kimzey
Western Technical Assistance Center

SAMPLE SCHEDULE

Time	Classroom Activities	Program Components
8:00	Free Reading and Writing	**Independent Reading and Writing**
8:30	Common Experiences	**Content Related Themes**
	• Calendar Math	
	• Sharing	
	• Daily News	**Modeled Writing**
	• Poems/Songs	**Shared Reading**
	• Literature Time/ (Old favorites and new stories)	**Read-Aloud**
	• Shared Book Experience (applications/extensions, e.g. - wall stories - innovations on text - language experience/shared - writing)	
	• Journal Writing	**Personal Writing**
	• Writer's Workshop (2 to 3 times a week)	**Modeled Writing**
11:10	LUNCH	
11:30	USSR	**Personal Reading and Writing**
	• Check-out Books for Home Reading	**Self-Selected**
	• Literary Time	**Reading to Children**
12:00	Activity Period	
	Teacher	Children
	Small Groups	• Resource Areas
	Strategy Instruction	• Personal Reading/Writing
	Guided Reading	• Long-Term Projects
	Project Planning and Guidance	• Application/Extensions of Reading/Themes
	Individual Instruction	**Guided Reading**
	• Strategy Instruction	
	• Assessment	**Content Related Study**
	• Guidance/Goal Setting	**Sharing**
	Closure	
1:00	Math	
2:00	Physical Education	
2:30	Preparation for Leaving Sharing	
2:45	Home	

EVALUATION
AND
CONFERENCING

EVALUATION AND CONFERENCING

ASSESSMENT AND EVALUATION

Continuous assessment and evaluation are essential to support students' learning. Assessment is on-going as a natural part of everyday classroom instruction and is non-competitive because a student is compared to himself/herself. It is consistent with what we know about learning and child development. It is collaborative because the student, parents, and teacher are all involved in the process. The focus is on what the student can do and the next step for instruction.

Monitoring and assessing students' progress is important for the students, teacher, parent, and administration. The teacher will use assessment to determine:

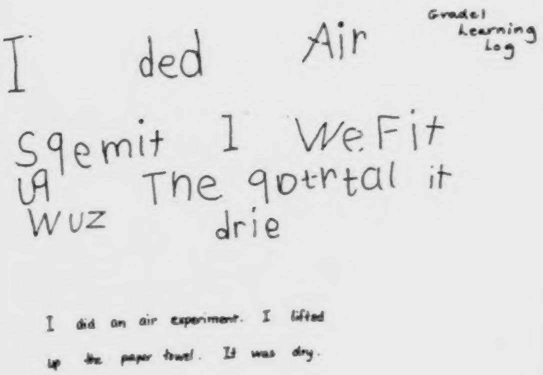
- what the students know independently.
- what students are trying to learn and where support is needed.
- what the teacher needs to know to guide instruction.
- the information which should be reported and how progress should be documented to students, parents, and administrators.

Evaluation is a natural consequence of instruction and is summative in nature. Anecdotal records from on-going observations and other products or artifacts form the basis for evaluation of student work over time. Evaluation involves the interpretation of data collected from multiple sources including process measures, products, and self-reflection by the student. Evaluation is centered in both the classroom and the real world and is consistent with the overall goals and objectives of the curriculum.

The teacher plans instruction based upon documented needs of students. Over time representative pieces are selected and filed in the student portfolios. These pieces represent student performance in terms of process and product in real-life situations. Evidence of writing growth can be found in pieces related to literature, writer's workshop, personal interests, and content area studies such as:

- Anecdotal records
- Scrapbooks
- Records of writing conferences
- Student's reading folder
- Writing folders
- Lists—**Things I Have Written About, Strategies and Skills I Know, Interests I Have**
- Published pieces
- Status-of-the-class charts
- Journals
- Miscue analysis in spelling and reading
- Student reflection notes
- Have-A-Go sheets
- Questionnaires

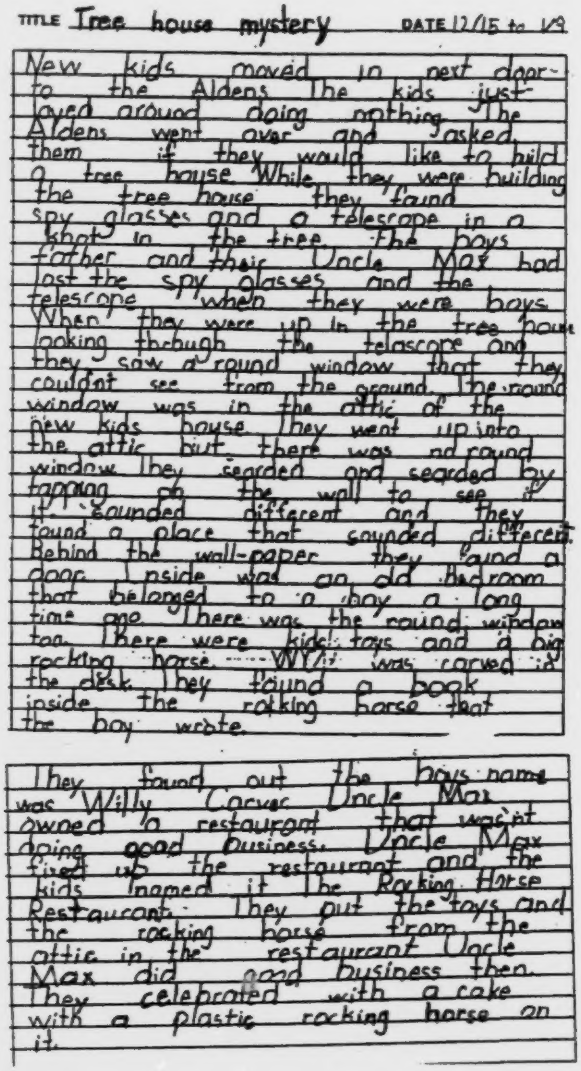
- Observation of spelling strategies notes
- Recorded observations in science learning cycle
- Explanations of math problems
- Learning log entries
- Unassisted writing in journals
- Literature response logs and reflection journals
- Drafts of work
- Notes and letters to peers, parents, and teachers
- Labels
- Captions
- Research notes
- Stories generated on the word processor
- Explanations and evaluations of work in cooperative groups
- Mini-lesson records
- Attitude surveys and questionnaires



Grade 1 Learning Log

I ded Air Sqemit I WeFit up The qotrtal it Wuz drie

I did an air experiment. I lifted up the paper towel. It was dry.



TITLE Tree house mystery DATE 12/15 to 1/9

New kids moved in next door to the Aldens The kids just layed around doing nothing. The Aldens went over and asked them if they would like to bild a tree house While they were building the tree house they found spy glasses and a telescope in a knot in the tree. The boys father and their Uncle Max had lost the spy glasses and the telescope when they were boys. When they were up in the tree house looking thcough the telascope and they saw a round window that they couldnt see from the ground. The round window was in the attic of the new kids house They went up into the attic but there was no round window They searded and searded by tapping on the wall to see if it sounded different and they found a place that sounded different. Behind the wall-paper they found a door. Inside was an old bedroom that belonged to a boy a long time ago There was the round window too. There were kids toys and a big rocking horse. WY/it was carved in the desk. They found a book inside the rokking horse that the boy wrote.

They found out the boys name was Willy Carver Uncle Max owned a restaurant that wasn't doing good business. Uncle Max fixed up the restaurant and the kids named it The Rocking Horse Restaurant. They put the toys and the rocking horse from the attic in the restaurant Uncle Max did good business then. They celebrated with a cake with a plastic rocking horse on it.

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STRATEGIES FOR EVALUATING WRITING

Assessment and evaluation of writing are on-going processes. Students receive frequent responses to writing in draft and final forms. Growth in writing will be seen if the teacher uses techniques such as helping circles and individual conferences. Writing folders also help with the evaluation process. Additional information can be gleaned through examination of journals, learning log entries, research notes, published pieces, conference records, mini-lesson records, status-of-the class sheets, spelling strategies checklists, and a variety of other sources.

Conferencing and Interviews

Throughout the writing process, the student conferences with the teacher and other students for a variety of purposes. During each conference the teacher is collecting data regarding student learning by interviewing the student and reviewing student products. Through questioning and responses, the teacher helps the student examine possibilities and self-assess.

Conferences with student may be used to:

- Articulate strategies used.
- Internalize the writing process.
- Develop writing conventions (grammar, usage, spelling, capitalization, punctuation).
- Develop the habit of proofreading for conventions.
- Assume responsibility for growth in writing.
- To encourage self-reflection.
- To ensure balanced reading/writing instruction.
- To ensure students experience a variety of genres/topics.

Conferences with teachers may be used to:

- Document growth.
- Guide instruction.
- Identify strategies used.
- Identify level of development.
- Help students identify and articulate strategies used.

An examination of the records from these conferences will yield valuable information for evaluation because patterns of growth will be evident.

Evaluation conferences are summative and for measuring student growth during a specific period of time and against benchmarks of development. The conference focuses on metacognition, giving feedback, and goal setting. The student sets personal goals and the teacher sets instructional goals.

In order to evaluate the writing over a period of time, the student should choose the best piece of writing and together with the teacher should evaluate the drafts, revisions and edits that have led to publication. An interview format can yield valuable information. Include questions such as:

"What makes this your best piece?"
"What was easy for you?"
"What was difficult for you?"
"What did you learn from this piece?"

When evaluating pieces of writing the following criteria can be used. Did the writer:

- Find a topic (main idea)?
- Collect specific information on the subject (details)?
- Organize that information (organization)?
- Present the meaning with clarity and coherence?
- Follow the conventions of spelling, mechanics, usage, and handwriting appropriate for level of writing development?

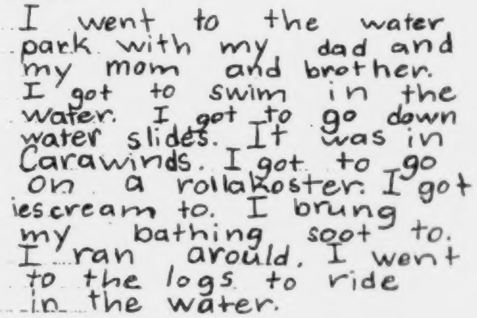
Other factors to be considered are:

- Effort
- Time
- Initiative
- Risk-taking

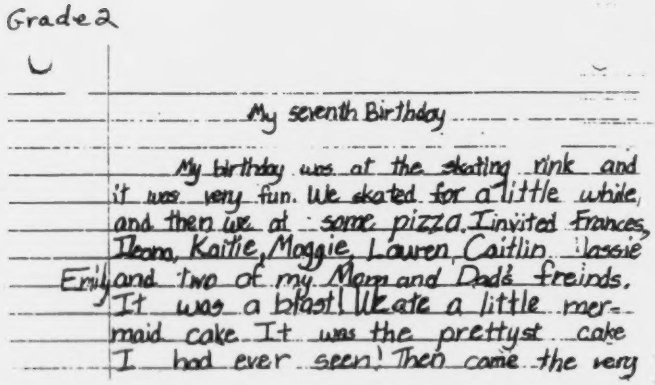
The goal of evaluation should be to assist the writer in realizing his/her own goals and in assuming responsibility for the standards of a piece of writing. Reflection should first of all be on the strategies used, a focus on process prior to product.

Refer to pages 42 to 44 for further information about conferences.

(Kimzey, 1994; Atwell, 1987)



I went to the water
park with my dad and
my mom and brother.
I got to swim in the
water. I got to go down
water slides. It was in
Carawinds. I got to go
on a rollakoster. I got
iescream to. I brung
my bathing soot to.
I ran arould. I went
to the logs to ride
in the water.



Grade 2

My seventh Birthday

My birthday was at the skating rink and
it was very fun. We skated for a little while,
and then we at some pizza. I invited Frances,
Ileana, Kaitie, Maggie, Lauren, Caitlin, Jassie
Emily and two of my Mom and Dad's freinds.
It was a blast! We ate a little mer-
maid cake. It was the prettyst cake
I had ever seen! Then came the very

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Writing Folders for Evaluation

Writing folders contain current work started and completed by students including multiple drafts of the same piece and aborted pieces of writing. They will most likely contain many of the pieces used in evaluation conferences from which selections will be made for the portfolio. In addition, they contain lists of topics written about, strategies and skills learned, and words the student can spell. They reflect the different genres the children are attempting to write and also information about attempts at drafting, revising, and editing. Refer to pages 103 to 104 for further information about writing folders.

Name Douglas Jones Grade 2

What I Do Well In Writing

Date	
9-12	Write beginning and ending in my story.
9-26	Use capital letters for names.
9-30	Use capital letters to begin sentences.
9-30	Add endings to stories.
10-6	End sentences with periods.
11-14	Add details to describe characters.
1-17	Edit for spelling.

What I'm Working On In Writing

Date	
9-13	Add ending to story.
9-14	Use capital letters to begin sentences.
10-2	Add details to describe characters.
11-15	Read writing aloud to see if it makes sense.
12-1	Edit for spelling.

Rabbit

The rabbit is in my garden. I see it. I tell my Dad. He gets hes gun He goes to the garden. The rabbit is not there. He is gone to the hole with hes babyes. the baby ned food. He comes back to the garden. My Dad is there. the rabbit runs as fast as he can. He mest hem.

Individual Conference Record

Name ______________________________

Teacher ______________________ Grade __________

Date	Type	Title	Comments

Name ______________________________

What I Do Well In Writing

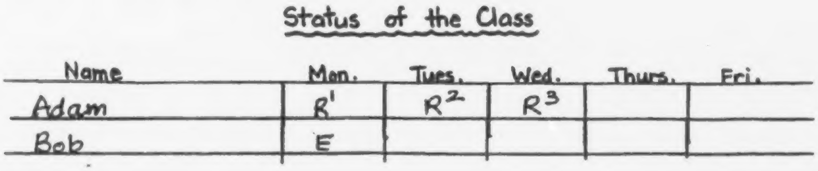
Date: **Notes:**

What I'm Working On In Writing

Date: **Notes:**

Status-of-the Class Records

Status-of-the-class forms provide a daily record of what each student in the class was doing on a particular day. A quick review of these forms can provide information about how a child is using his/her time and if he/she could benefit from support from the teacher in conferencing, in moving on with the writing process, or in trying a new piece of writing. Pages 100 to 101 give further information about these forms.

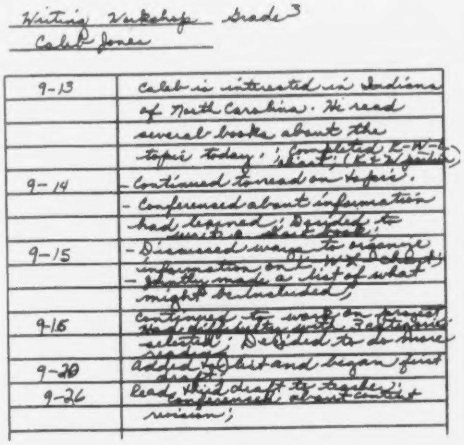


Status of the Class

Name	Mon.	Tues.	Wed.	Thurs.	Fri.
Adam	R^1	R^2	R^3		
Bob	E				

Mini-lesson Records

Records the teacher keeps of mini-lessons taught each day provide documentation that specific skills and strategies have been modeled based on student needs. They also provide a record about which specific children were taught particular skills. They can give teachers ideas for areas that need to be taught.



Writing Workshop Grade 3
Caleb Jones

9-13	Caleb is interested in Indians of North Carolina. He read several books about the topic today.; Completed K-W-L sheet; (K+W portion)
9-14	- Continued to read on topic. - Conferenced about information had learned; Decided to write a short book;
9-15	- Discussed ways to organize information on [illegible] - Shortly made a list of what might be included;
9-16	Continued to work on project. Had difficulty with 3 categories selected; Decided to do more reading
9-20	Added to list and began first draft
9-26	Read third draft to teacher; conferenced about content revision;

Anecdotal Notes

As students work in all areas of the curriculum and in the writing workshop, teachers are observing and mentally making notes about what they see. Teachers find it helpful to focus on a few children and make brief notes of their observations. Later these can be analyzed and patterns of strength and need noted. These notes help provide documentation for accountability purposes and also specific, factual information on which to base summative statements for conferences and portfolios. They support and enhance other process and product measures in that they provide a snapshot of the child in a variety of situations over time. Included below are some sample forms which teachers have found helpful.

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Questionnaires, Surveys, and Checklists

Questionnaires, surveys, and checklists yield a variety of information about the students' attitudes toward writing, the strategies used, and the genres attempted. They can also yield evidence of changes in each of the areas mentioned and also patterns in development. They encourage student self-reflection about writing. These surveys and questionnaires will be completed with or without teacher assistance depending on the age of the child and the purpose of the survey.

Assessment of Writing
Student Record Form

Name Douglas (Grade 2) Date 5/10

Things I do to plan my writing:

	Most of the time	Sometimes	Not Yet
• Draw	✓		
• Web			✓
• Chart			✓
• Talk with others	✓		
• Read		✓	

Things I do to revise my writing:

	Most of the time	Sometimes	Not Yet
• Reread to see if it makes sense	✓		
• Check for a beginning and an end	✓		
• Add information		✓	
• Take out information			✓
• Reorganize ideas			✓
• Carefully choose the best word		✓	

Things I look at when I edit my writing:

	Most of the time	Sometimes	Not Yet
• Length of the sentences		✓	
• Paragraphs		✓	
• Quotation marks		✓	
• Capital letters at the beginning of sentences	✓		
• Capital letters on names	✓		
• Commas		✓	
• Punctuation at end of sentence	✓		
• Spelling	✓		
• Other:			

Other thoughts about my writing:
(Note: Completed by teacher in conference with child)

(Suggestions for Assessment/Evaluation in the Integrated Language Arts Classroom, 1989)

Name Douglas Date 5/15
Teacher Jones Grade 2

Writing Survey

Answer YES or NO to each question.

yes 1. I write letters at home to friends or relatives.
yes 2. I write notes and personal messages at school or home.
NO 3. I write stories and poems that are not schoolwork.
YES 4. I draw and label pictures.
NO 5. I keep a journal or diary.
YES 6. I am a good writer.
YES 7. Writing helps me think about what I've learned.
NO 8. Writing helps me tell how I feel.
YES 9. Other people like my writing.
YES 10. I feel proud of my writing.

(Adapted from Rhodes and Shanklin, 1993)

Name ______________________________ Date ______________

Teacher ____________________________ Grade ______________

Writing Survey

Answer **YES** or **NO** to each question.

1. I write letters at home to friends or relatives.
2. I write notes and personal messages at school or home.
3. I write stories and poems that are not schoolwork.
4. I draw and label pictures.
5. I keep a journal or diary.
6. I am a good writer.
7. Writing helps me think about what I've learned.
8. Writing helps me tell how I feel.
9. Other people like my writing.
10. I feel proud of my writing.

(Adapted from Rhodes and Shanklin, 1993)

Name ______________________________ Date ______________

Teacher ____________________________ Grade _____________

Writing Survey

(To Be Administered Orally)

Are you a writer? ______________

How did you learn to write?

____

____

How do people learn to write?

____

____

____

Why do people write?

____

____

____

What do you think a good writer needs to do in order to write well?

____

____

How does your teacher decide which pieces of writing are the good ones?

____

____

____

What kinds of writing do you like to do?

How do you decide what to write?

Do you ever revise or edit a piece of writing? If so, describe what you do.

Do you ever write just because you want to? _______ How often do you write just because you want to?

Who or what has helped your writing? How?

Do you like to have others read your writing? _______ Who?

How do you feel about writing?

(Adapted from Rhodes and Shanklin, 1993)

Assessment of Writing
Student Record Form

Name ______________________________ Date ____________

Things I do to plan my writing:

	Most of the time	Sometimes	Not Yet
• Draw			
• Web			
• Chart			
• Talk with others			
• Read			

Things I do to revise my writing:

	Most of the time	Sometimes	Not Yet
• Reread to see if it makes sense			
• Check for a beginning and an end			
• Add information			
• Take out information			
• Reorganize ideas			
• Carefully choose the best word			

Things I look at when I edit my writing:

	Most of the time	Sometimes	Not Yet
• Length of the sentences			
• Paragraphs			
• Quotation marks			
• Capital letters at the beginning of sentences			
• Capital letters on names			
• Commas			
• Punctuation at end of sentence			
• Spelling			
• Other:			

Other thoughts about my writing:

Adapted from
(**Suggestions for Assessment/Evaluation in the Integrated Language Arts Classroom,** 1989)

Reading/Writing Strategies List

Name ____

Teacher ______________________________ Grade ____________

Date	I can:

Children need to write for a variety of purposes and in a variety of forms. The Functions of Oral and Written Language on pages 8 to 14 can serve as a useful guide in providing a variety of writing experiences for children. The following checklist can guide teachers in their assessment and documentation.

Writing Checklist

Name ______________________________ Date __________________

		learning log	
		letter - business	
		letter - friendly	
ABC book		lists, labels	
advertisement		map	
autobiography		message	
biography		myth, legend	
booklet		narrative	
comic strip		newspaper	
chart/diagram/poster		notes	
cluster		persuasive piece	
comparison		play	
contrast		planning list	
description		poetry	
directions		procedure	
fable		question chart	
fairy tale		recipe	
fantasy story		information report	
greeting card		rules and regulations	
interview		trip log	
invitation		sign	
joke and riddle		wish list	
journal - dialogue		web	
journal - reading response			

Application of Writing Process
Individual Checklist

Student ______________________________________ Date ____________

Directions: Record the student's name and the date, then record your observations of the student's performance according to the **Benchmarks of Proficiency in Writing.**

M= Most of the time
S = Sometimes
N= Not yet

• Chooses appropriate topics	
- When choice is open.	
- When general topic is defined by the curriculum.	
• Shows evidence of planning (e.g., brainstorming, drawing) before writing.	
• Demonstrates an understanding of the purpose for a draft.	
• Revises to clarify or expand a draft.	
- Adds information.	
- Deletes information.	
- Reorganizes ideas.	
- Considers precision of vocabulary.	
- Considers variety of word choices.	
• Shows evidence that a strategy taught, e.g., ____________, has been applied.	
• Shows evidence that the skills related to the conventions of written language (e.g., capital letters, commas) have been applied.	
• Proofreads for accurate spelling of basic words	

(Adapted from Fairfax County Schools)

Writing Process Checklist

Student: ______________	Date	Comments	Date	Comments
Prewriting The student can identify the specific audience to whom he/she will write. The student can identify the purpose of the writing activity. The student writes on a topic that grows out of his/her own experience. The student engages in a prewriting (drawing, talking) activity before writing.				
Drafting The student writes rough drafts of pieces. The student focuses on content in the first drafts. The student shares his/her writing in conferences.				
Revising The student participates in discussions about classmates' writing. The student makes changes to reflect the reactions and comments of the teacher and classmates.				
Editing The student proofreads his/her own papers. The student helps proofread classmates' papers. The student increasingly identifies his/her spelling and punctuation.				
Publishing The student publishes his/her writing in an appropriate form. The student shares this finished writing with an appropriate audience.				

(Adapted from Tompkins, 1993)

PORTFOLIOS: PORTRAITS OF OUR STUDENTS

A portfolio provides a representative sampling of a student's work. However, it is a continually changing, growing collection of that student's work. Each addition is carefully selected for a reason that is clearly articulated. Because each student is different, each portfolio will be different even though they may contain a few similar pieces of work.

However, a great many of the pieces selected will reflect the child as a unique learner. Portfolios are developed to demonstrate what students have learned, but they also assist students in seeing themselves as learners. Students learn to self-reflect and assess what and how they learn. Developing the ability to self-assess helps them become life-long learners.

Portfolios provide a selective permanent record of student progress whereas a working folder contains a collection of student work. Pieces are selected regularly for the portfolio but are added to the writing folder as the students write daily. Portfolios contain carefully selected samples of work while working folders contain all writing drafts.

The portfolio provides a format for parents, teachers, and the student to review the child's growth as a writer. This discussion typically takes place in a three-way conference between the teacher, parent, and child, but is usually led by the student by the end of first grade.

A large envelope or folder may house pieces that comprise the portfolio. Pieces are dated as they are added to the portfolio. The reason for selecting a piece is attached on a 3-by-5 note card whether the child or the teacher selects the piece. The child will select the majority of the pieces, but the teacher will also select pieces that document growth milestones. Schools or school systems may have requirements for specific pieces to be included as well.

Portfolios are used for documentation of long-term growth in writing. The pieces selected should include student products that reflect milestones such as:

- writing samples from the beginning, middle, and end of year
- early writing that is revisited and edited
- different genres
- different content areas
- lists of "Words I Know"
- a personal dictionary
- records of conferences
- drafts and/or final pieces
- self-reflection
- development of the concept of word
- attention to initial /final consonants
- medial vowels
- use of high-frequency words
- progress toward the use of mostly conventional spelling

- proofreading
- evidence of student risk-taking (ex. child using word)
- evidence of progress beyond typical developmental level
- others

In addition to the typical pieces listed above selected by the student or the teacher, the portfolio may contain projects, pictures, audio, and video tapes. Benchmark papers required by school systems may include assessment profiles and typical pieces of the child's work. There may be anecdotal notes made over time, summaries of findings from anecdotal notes, parent/teacher/child conference summaries, and samples of work collected by the parents. The portfolio represents a portrait of the child as learner through the inclusion of best work, benchmark pieces, and reflective pieces from parents, the teacher, and the child.

Student's Reflection Guide

Name: Susan
Date: 5/11

(with teacher assistance)

Things I did well:
I wrote on many topics.
My stories have a beginning and an ending,
I use complete sentences.
I use capital letters and periods.

Things I need to do better:
Add details and action to my stories,
Write more about my topics.

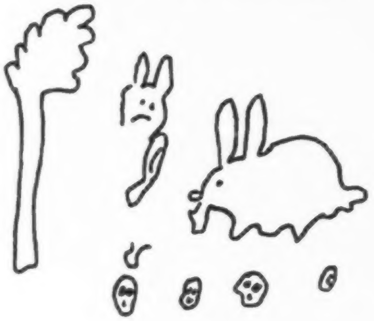
Things I want to show my parents:
my learning log,
my fairytale

My goals:
I want to add details to my stories.
I went to add talk to my stories.

Things I can do to meet my goals:
Reread my stories to myself and Keisha
Ask Dad to listen to my stories.
Think about what the characters might say.

Rabbit

The rabbit is in my garden.
I see it. I tell my Dad.
He gets hes gun he goes
to the garden. The rabbit
is not there. He is gone
to the hole with hes babyes.
the baby ned food. He comes back to
the garden. My Dad is there.
the rabbit runs as fast as
he can. He mest hem.



Things I Have Written

Date	Title
8-29	My Trip to the Beach
9-3	My Adventure with Smokey
9-16	My Best Day
9-20	Playing with My Friends at Home
10-5	My Birthday Surprise

Teachers in the primary grades feel responsibility for helping students prepare for the state assessment in writing. By teaching to the **Benchmarks of Proficiency in Reading and Writing** *and by following the specific suggestions listed below, teachers will be preparing their students for the state assessment.*

Preparing for the North Carolina Writing Assessment
Grade 4

The best preparation for the writing test is to establish a broad writing program which includes all modes of writing for a variety of purposes and audiences. Then in this context, students will have special instruction in strategies for narrative writing, both personal and imaginative.

STUDENT PREPARATION: WRITING

- Establish a classroom atmosphere of trust where taking risks is encouraged and modeled.
- Structure instruction such that there are daily opportunities for meaningful and purposeful writing. Writing should be an integral part of all content areas.
- Ensure that students write for a variety of purposes and audiences.
- Model reading and writing processes and strategies through mini-lesson "think alouds."
- Model and engage students in working selected pieces through to publication using the writing process.
- Demonstrate and engage students in a variety of strategies writers use to:
  - Get topics.
  - Narrow focus.
  - Organize ideas.
  - Get started.
  - Revise for content.
  - Edit for error reduction.
  - Publish works.
- Use good literature as a model for helping students improve their own writing. Once a selection has been enjoyed for its meaning and aesthetic value, begin to examine the piece from the writer's craft. For example, look at how writers hook readers through story leads, examine effective story endings, and examine the author's word choice. Also, look at how the writer deals with characters and setting.
- Use graphic organizers as a means of helping students understand story structure or story grammar—how stories work. (See the suggestions on pages 32-37 of **Teaching Narrative: Write On**.)

WRITE! WRITE! WRITE!
REVISE FOR CONTENT! REVISE FOR
CONTENT! REVISE FOR CONTENT!
EDIT FOR ERROR REDUCTION!

Conferencing as a Monitoring Strategy

Purposes for Student:

- Articulate strategies used.
- Internalize the writing process.
- Develop writing conventions (grammar, usage, spelling, capitalization, punctuation).
- Develop habit of proofreading for conventions.
- Assume responsibility for growth in writing.
- To encourage self-reflection.
- To ensure a balanced reading/writing instruction.
- To ensure students experience a variety of genre/topics.

Purposes for the Teacher:

- Document growth.
- Guide instruction.
- Identify strategies used.
- Identify level of development.
- Help students identify and articulate strategies used.

Conferencing with Parents

Parent conferences are for the purpose of reporting progress, setting educational goals and expectations, and establishing responsibilities. They may be initiated by either students, parents, or teachers. Students can reflect upon their own products, stating clearly what they have learned from the experience and noting strategies used, strengths and areas of growth, and setting goals. Conferencing is most effective when it is three-way, involving student, parent, and teacher. This format allows you to talk *with* the child rather than *about* the child. If you wish to conduct the most successful conferences, allow the students to lead them.

Everyone involved in a conference should prepare for it.

- Students can prepare for conferences by reviewing pieces to determine special items to note and to set future goals. With the teacher's assistance, they select pieces from their writing folders and other sources to go into their portfolios. They will evaluate the pieces and justify their inclusion in the portfolio. They will conference with the teacher about their writing, will reflect upon their learning, and think about what they might like to focus on for the next period. Then with an older student or a peer, they will practice what they will share with their parent(s) at the time of the conference. They can make certain that their parent(s) receive the information about the conference.

- Parents can prepare for conferences by reflecting on educational goals, questions, and concerns, by listing information to share with the teacher, and by thinking of ways they can assist their child. They can bring evidence of their child's learning outside of school in order to affirm their child and to also assist the teacher in assessing and planning for instruction.

- Teachers can prepare for conferences by reflecting upon student projects, portfolios, and assessment profiles, selecting pieces that will demonstrate growth and patterns in areas of interest and concern, making projections for next steps of learning, and setting goals for the child, parent, and teacher. They can inform parents about what to expect on the day of the conference and the specifics of the roles to be assumed by the student, parent, and teacher. They can be certain that parents have the option for an additional private conference if they so desire. Prior to the three-way conference, they can conference individually with each student to evaluate the student's writing and select pieces to be included in the student's portfolio. They can provide an opportunity for students to practice leading the conference with their parents by modeling, by conferencing with the child, and then later by providing an opportunity for students to prepare for the conference themselves.

Everyone involved in the conference will assume specific responsibilities.

- Students will greet their parent(s) and may find a private place within the classroom to share their portfolios with their parent(s). They will guide their parent(s) through their portfolios explaining how each piece/project was completed and selected. They may show the parent(s) any additional projects for the class or any small group or individual projects. They will answer any questions their parent(s) have about their work. Then they will participate with their parents in a brief meeting with the teacher to discuss any questions or concerns that the student, parent(s), or teacher has. Then together they will select a goal for the next period or term and agree to a plan of action. See the form listed on page 165. Last of all, they will take their parent(s) to sign the guest book for the day.

- Teachers will make certain that all portfolios are available and that students know the procedures for the conference day. They can be available to meet with students and their parents individually. Prior to beginning each conference, they can complete the teacher reflection form for the conference and review the parent's "three stars and a wish" form. If necessary they can guide the students in sharing information about their growth. To bring closure to the conference, they can discuss goals for the next term and list the goals and action plans on their form for the students, parent(s), and teacher to sign. They can give the children the opportunity to set appropriate goals for themselves and assist the children in planning how they will reach the goals set by themselves, the parents, and the teacher. Also, they can ask for a specific goal for their child from the parent(s) and talk with them about how they can support the child in reaching each of the goals set. Last of all, they can select an appropriate goal for the child and elicit input on how each person will assist the child in reaching that goal. The goals and action plans will be listed on the teacher reflection form.

- Parents will listen attentively as their child guides them through the his/her portfolio and will respond with interested questions and appreciative statements. Then they will complete the "three stars and a wish" form and the "parent reflection" guide prior to talking with the teacher. They can identify ways they will support their child with the goals selected through specific actions during the next term.

  Prior to leaving the classroom, they can sign the guest book and make comments that will be available for their children, the teacher, and others to read.

After the conference, everyone involved will follow through on the commitments made.

- Students will participate with the teacher in the reflective interview and will work toward the goals identified during the conference. During the term, there will be an opportunity for the child, the parent(s), and the teacher to assess progress toward the goals.

- The teacher will complete the "reflective interview" form and will plan for instruction based upon the goals identified. If report cards are used in the district, then the report card will be completed and sent to the parents as a follow-up to the conference. Comments will be factual, succinct, and based on data from anecdotal records, process measures, and product measures of student work. The focus will be on what the student can do and the subsequent steps to support the student in learning. During the next reporting period, the teacher will follow-up by giving the students an opportunity to assess their progress toward the specified goals, by assessing the students' progress, and with a letter home giving the parent(s) an opportunity to give their assessment of progress toward the students' learning goals. All the information will be shared among the parents, the child, and the teacher. Revisions in plans or additional efforts can be made to help the students reach their goals.

- Parents can assist their child in working toward the goals for the term and can collect artifacts or record evidence of the child's growth in literacy. They can complete the interim assessment of their child's growth toward the goals for the term.

Principles of Conferencing

- Discuss issues of value and interest.
- Listen to others.
- Request and offer help.
- Share feelings.
- Reflect upon experiences.
- Set goals.

Dear Parent:

The purpose of our portfolio conference is to discuss ____________________ 's progress, to set education goals and state expectations. Conferencing is most effective when it is three-way, involving student, parent, and teacher.

Our conference format is:

- Your child will share with you his or her collection of work in the portfolios.
- The two of you will discuss and note three stars, three positive things you notice in your child's work.
- You and your child will discuss a wish for future progress. This will become a learning goal for your child.
- You and your child will then meet with me to discuss your child's growth, concerns, and set new learning goals.
- If you have additional concerns, a sign-up sheet for conferences is available.

Please bring samples of your child's work you have collected.

Sincerely,

(Teacher Name)

Student's name: ____

Time of conference: ____

Please detach and return:

Parent's name: ____

Telephone number: ____

_____ Yes, I will attend at ____________________________________

_____ Alternative time when I can attend: _________________________

Parent Response Sheet for Portfolio Review

Date: ____________________

Student: ____________________

Three stars

* ____________________

____

* ____________________

____

* ____________________

____

Wish

____

____

____

____

Parent Signature: ____________________

(Student work samples collected/shared by parent.)

Note observations regarding student work.

Evidence of growth toward goal (wish).

Date: ____

Student Name: ____

Attach/collect/record observations.

Dear Parents:

We will focus on the following goals in our writing during the next reporting period:

____

____

____

____

____

Please select one goal as a focus at home:

____

Collect data that demonstrates your child's progress toward this goal and bring it with you to our next conference. If you have any questions, please contact me.

Sincerely,

(To be sent at beginning of year.) Please detach and return this portion to school.

1. Selected writing goal for my child: ________________________

2. Personal goal for my child: ____________________________

Student's Reflection Guide

Name

Date

Things I did well:

Things I need to do better:

Things I want to show my parents:

My goals:

Things I can do to meet my goals:

Parent's Reflection Guide

Child's Name

Date

Child's strengths:

Child's needs:

My concerns:

My goals for my child:

Things I can do to help:

Teacher's Reflection Guide

Student's Name ____________________

Date ____________________

What do I know? (Areas of strength and obvious needs)

What do I want to know? (Questions I still have)

What is the instructional plan?

Goal:

Student will. . .	Teacher will. . .	Parent will. . .

Reflective Interview With Students

Name: ________________________ Date: ______________

1. When you are learning and come to something you do not know, what do you do?

2. Who is a good learner you know?

3. What makes ____________________ a good learner?

4. Do you think ____________________ ever comes to something she/he does not know?

5. What would ____________________ do when she/he comes to something she/he does not know?

6. If you knew someone were having trouble learning, how would you help that person?

7. What would you like to do better as a learner?

Writing Conference Record

Date: ____________________ Title: ______________________________

Focus:

Comments:

Date: ____________________ Title: ______________________________

Focus:

Comments:

Date: ____________________ Title: ______________________________

Focus:

Comments:

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APPENDIX
COMMUNICATION SKILLS
PROFICIENCIES
GRADE LEVEL BENCHMARKS
FOR
READING AND WRITING

Communication Skills Proficiencies Grade Level Benchmarks for Reading

Kindergarten

Kindergarten children realize that print conveys meaning and they try to read and write. They show preferences for particular books and join in to "read" a refrain in predictable books. They naturally memorize some of their favorite books and respond to literature through discussion, art, and drama. They are curious about the print that is all around them and are beginning to find out some of its secrets.

Characteristics of a Reader: Perceives self as a reader and writer.
Participates and listens during reading situations.
Joins in to read refrains in predictable books.
Develops a repertoire of favorite books, poems, rhymes, and songs.
Chooses books as a free time activity.
Engages in talk about books and stories.
Uses book language while pretending to read.
Demonstrates awareness that print conveys meaning by trying to read.

Reading Strategies: Uses strategies to gain control of print.
Uses concepts about books such as:
- Knows the front and back of a book.
- Turns pages correctly.

Uses concepts about print such as:
- Knows left-to-right and top-to-bottom directionality.
- Points to words one-to-one as teacher reads.
- Knows concepts of word and letter.
- Knows where to begin reading.
- Knows letters of own name and letters from environment.
- Recognizes own name in print.

Uses pictures as cues to meaning.

Reading Comprehension: Understands that print conveys meaning.
Discusses meaning of stories.
Responds to texts in a variety of ways such as orally, artistically, dramatically, and through other projects.
Recounts through retelling details, events, and ideas from familiar stories and other literary materials.
Recounts through retelling concepts and details from informational texts.
Comments on and reads some environmental print.
Follows pictorial directions.
Reads own dictated stories.
Demonstrates sense of story.
Pretend reads predictable pattern books.

Communication Skills Proficiencies Grade Level Benchmarks for Writing

Kindergarten

Kindergarten students are becoming aware of the purpose of written language in the environment. They write their own names and use a mixture of drawings, letter strings, and words. Since they perceive themselves as writers, they choose to write as a freetime activity.

Characteristics of the Writer: Perceives self as a writer.
Shows preferences for particular pieces of individual or group writing.
Contributes to group stories.
Chooses to write as a free time activity.
Perceives self as a writer.
Demonstrates understanding that print conveys meaning by trying to write.
Demonstrates a knowledge of the difference between picture and print.

Composing Process: Uses strategies to gain control of print.
"Reads," understands, and explains own writing.
Writes with left to right and top to bottom directionality.
Uses letters of own name in writing.
Writes using signs, letters, and other symbols in immediate environment.

Composing Products: Uses print to convey meaning.
Copies words from signs in immediate environment.
Writes own name.
Uses a mixture of drawings and writing to convey and support an idea.
Retells story or experience using pictures and letter strings.
Dictates a personal narrative.
Draws and writes signs, labels, and notes to record observations and ideas.

Reading
Grade 1

First graders want to read, listen to, and talk about a wide range of texts, narrative picture books, poems, short chapter books, and short informational and practical materials. They predict, sequence, and summarize story events. They expect the text to make sense, and if necessary, they make a second attempt and reread. These students take risks when reading and talk about themselves as readers.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Expects the text to make sense.
Reads books voluntarily and chooses own books for reading.
Talks about self as a reader.
Takes risks when reading.
Uses intonation and expression to indicate comprehension.
Relates reading to personal experiences before, during, and after reading.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Searches pictures for clues.
Predicts based on semantic, syntactic and graphophonic cues (the initial letter, final letter, and/or letter clusters).
Searches, predicts, monitors, and cross-checks using semantic, syntactic, and graphophonic cues with teacher support and independently.
Makes a second attempt if word doesn't sound right or make sense.
Rereads to check predictions and clarify meaning.
Uses commas, end punctuation, and quotation marks as clues to meaning.
Sets purposes for reading.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

*Reads narrative picture books, poems, short chapter books, and short informational and practical materials.
Hypothesizes and predicts to infer story events.
Identifies main idea and relevant details.
Retells and sequences story events.
Interprets, classifies, and organizes information from literary, informational, and practical texts.
Responds to texts through applications and extensions.
Draws upon prior knowledge.
Responds personally to stories, poems, informational texts, practical materials, and student-authored text.
Identifies actions and consequences in familiar stories.

***See Books by Grade Level**

Writing
Grade 1

First graders write to tell about an experience, to tell a story, or to describe using both words and pictures. They use phonetic spelling as a strategy. They know what letters and words are and talk about these terms when they are writing and are growing in their knowledge of standard spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.
Chooses writing for publishing and shares writing voluntarily.
Responds to writing of others.
Maintains a list of books read in a reading log.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.
Uses vocabulary of print such as *letter, word,* and *question mark.*
Uses invented spelling (consonants, consonant clusters, and vowels) that can generally be read by others.
Uses a prewriting activity such as drawing, brainstorming, or storyboarding with teacher support.
Revises individual or group writing by adding on in response to questions.
Uses upper and lower case letters appropriately.
Innovates on a narrative, poem, or informational text.
Experiments with a variety of sentence patterns.
Capitalizes proper nouns, the pronoun "I", and the first word in a sentence.
Writes legibly with recognizable words.
Uses words from signs and other sources in immediate environment.
Puts words together in a sentence format and writes multiple sentences on a topic.
Spells some high frequency words correctly.

Composing Products: Writes literary, information, and practical texts to convey meaning, to learn, and to clarify thinking.
Writes lists, captions, signs, notes, and letters.
Writes to tell about an experience, to tell a story, or to describe an object, person, or place.
Uses words and pictures to convey simple narrative, factual information, and ideas.
Draws and writes in learning log to record observations and ideas.

Reading
Grade 2

Second graders want to read, listen to, and talk about a wide range of texts including chapter books, information books, and practical materials. These students expect what they read to make sense and absorb language and ideas as they read. At this stage they are skillful and confident in using the cueing systems in concert to make predictions about words and content. They are beginning to read silently for extended periods of time for pleasure and information.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.
Chooses more than one type of book.
Shows preference for particular subjects, titles, authors, and/or illustrators.
Seeks recommendations for books to read.
Improvises in role play in response to texts.
Chooses to read when given free choice.
Reads silently for extended periods.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.
Continues to predict based on semantic, syntactic, and graphophonic cues (using increasing knowledge of letter clusters and vowel patterns).
Searches, predicts, monitors, and cross-checks using semantic, syntactic, and graphophonic cues independently.
Experiments to see what makes sense.
Makes a second attempt if words or phrases do not sound right or make sense.
Reads on and rereads to check predictions and clarify meaning.
Uses analogy by identifying a word as being the same or almost the same as a known word.
Uses chunking by using familiar word parts to identify unknown words.
Reads and rereads to become an independent reader.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.
*Reads picture books, chapter books, and informational and practical materials.
Retells story recalling characters, events, setting, problem, and solution.
Discusses and expresses opinion on literary, informational, and practical materials.
Identifies relationships between characters.
Makes inferences, draws conclusions, and recalls concepts and specific vocabulary from literary, informational, and practical texts.
Discriminates between reality and fantasy.
Recognizes cause and effect relationships.
Appreciates author's humor.
Confirms and extends predictions.
Identifies and compares information.
Identifies narrator of a selection.

***See Books by Grade Level**

Writing
Grade 2

Second grade students write for pleasure, for recording observations and experiences, and for conveying information. They write sentences of their own on one topic, with a clear purpose, with some detail, and with a sense of story. They understand that text can be changed, are beginning to revise and edit, and are using more standard that invented spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.
Chooses to write on more than one topic.
Chooses to write for pleasure.
Writes about personal experiences in narrative writing.
Shows understanding that text can be changed by choosing to revise.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.
Uses invented spelling (consonant clusters, vowel patterns, and letter clusters) that can generally be read by others.
Uses more standard than invented spelling.
Begins to use word sources to correct invented spelling.
Checks written work by reading it aloud.
Uses a prewriting activity such as drawing, brainstorming, webbing, or storyboarding with teacher support and independently.
Revises by adding beginning, middle, or ending.
Edits for common capitalization and end punctuation.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.
Constructs several sentences on one topic in a logical order.
Shows beginning, middle, and end in narrative writing.
Uses detail in narrative and informational writing.
Produces writing and artwork to reflect understanding of text.
Writes notes, letters, and invitations with awareness of audience.
Records observations and asks and answers open-ended questions about new information or ideas by writing in learning log.
Writes in reading log/response journal to record opinions of selections read or viewed.
Creates characters, settings, and events from experience and immediate environment.
Produces writing and artwork to reflect personal response.

Reading
Grade 3

Third graders read many types of texts—literary, informational, and practical. They distinguish between fact and opinion and note and chart details. These students interpret poetry and infer main ideas, lessons, or morals in a variety of prose. Students in this grade use a variety of reading strategies to construct meaning from text. They choose to read silently for extended periods of time for pleasure and information.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.
Recommends materials for others to read.
Reads materials on a variety of topics.
Reads for a variety of purposes such as for pleasure, to gain information, or to support an opinion.
Describes personal reactions to poetry, informational, practical, and narrative texts.
Perseveres when the task requires reading silently for extended periods of time.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.
Continues to predict based on semantic, syntactic, and graphophonic cues (using increasing knowledge of letter clusters, vowel patterns, affixes, and roots).
Searches, predicts, monitors, and cross-checks using semantic, syntactic, and graphophonic cues independently.
Reads on and rereads to check predictions and clarify meaning.
Uses analogy by identifying a word as being the same or almost the same as a known word.
Uses chunking by using familiar word parts to identify increasingly complex unknown words.
Notes unknown words for later study.
Paraphrases information from text in own words.
Uses text aids such as headings, bold print, and italics.
Focuses on details of print only when meaning is lost.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.
*Reads literary, informational, and practical text.
Interprets poetry and recognizes stanza and rhyme as characteristics of poetry.
Infers main idea, lesson, or moral in a variety of prose including fairy tales, tall tales, fables, legends, and myths.
Compares traits of characters as evidenced in the text.
Compares and contrasts characters, events, episodes, and/ or stories.
Compares and contrasts poems, informational selections, or other literary selections.
Distinguishes between fact and opinion.
Recognizes the author's use of figurative language such as simile or metaphor.
Supports ideas by reference to evidence presented in texts.
Summarizes and records information.
Notes and charts detail.
Discriminates between cause and effect relationships.
Understands and interprets maps, charts, diagrams, and other visual representations.
Compares and contrasts information in printed and visual form.
***See Books by Grade Level**

Writing
Grade 3

Third graders write a variety of poetry and prose and can support their ideas with references to their reading. They use a variety of prewriting activities, revise their writing by adding detail, and recognize incorrect spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.
Shows originality in word choices.
Uses excitement, humor, suspense, originality in word choice, or some other creative element.
Creates characters and events from outside personal environment.
Writes in response to literature, informational, and practical texts.
Chooses to write for pleasure.
Begins to write for extended periods of time.
Incorporates feelings and personal experiences in narrative writing.
Uses vocabulary, ideas, themes, and structures from books in writing.
Records what the student knows, wants to know, and has learned by writing in learning log.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.
Shows recall of visual patterns by using conventional spelling most of the time.
Uses punctuation conventionally.
Assesses own performance in reading by writing in learning log.
Uses paragraphs to organize information and ideas and maintains the topic focus.
Uses a prewriting activity such as drawing, brainstorming, webbing, or storyboarding independently.
Revises by adding detail for elaboration.
Marks incorrect spelling when editing writing.
Edits to verify and self-correct spelling.
Experiments to vary word order in sentences.
Uses concepts of order and time in writing.
Critiques books in reading log/response journal by discussing what makes a good book or why a particular author or genre is preferred.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.
Writes using characters, setting, problem, and solution.
Explains in writing the main idea, lesson, or moral of a selection when appropriate.
Writes a variety of poetry and prose including fairy tales and personal narratives.
Writes practical texts such as news articles, recipes, directions and interviews.
Writes to support ideas with reference to evidence presented in text.
Expresses meaning inferred from text.